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This 12-weeks course in basic Swahili comprises 55 lesson units in five volumes. The general course format consists of (1) perception drills for comprehension, oral production, and association using "situational picture" illustrations; (2) dialogs in English and Swahili, with cartoon guides; (3) sequenced pattern and recombination drills, and (4) "situational application" of narratives based on the speakers. A brief introduction to Swahili--a lingua franca and one of the major languages of Africa--and a map of the distribution of African languages preface Volume I. (AMM)

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DEFENSE LANGUAGE INSTITUTE

SWAHILI

12 WEEKS COURSE

VOLUME I
LESSONS 1-11

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DEPARTMENT OF DEFENSE

SWAHILI

12 WEEKS COURSE

Volume I

Lessons 1-11

March 1963

DEFENSE LANGUAGE INSTITUTE

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A BRIEF INTRODUCTION TO SWAHILI

Swahili has become one of the major languages of Africa. It is a lingua franca serving scores of tribes in the whole of East Africa and the Eastern Congo. It is understood by many along the borders of Rhodesia, Nyassaland, Mozambique, the north-west coastal strip of Madagascar, portions of the Somalia coast, and on the islands between the mainland and Madagascar, which include Zanzibar.

South of the Sahara, stretching through the Congo Basin, through Angola, through the whole of East Africa, and through the Rhodesias, Mozambique, down into Zululand and Xhosa in South Africa, the tribes are almost all Bantu tribes. The Bantu dialects and languages have a very characteristic morphological structure of their own, juxtaposing and agglutinative in nature. Many basic lexical items are related:-

	person	people	tree	hand
Swahili (E. Africa)	mtu	watu	mti	mkono
Congo Swahili	mutu	watu	muti	mukono
Luganda (north)	omuntu	abantu	omuti	omukono
Chagga (T.T.)	mdu	wandu	mri	kuwoko
Zulu (far south)	umuntu	abantu	umuti	umukono
Herero (so. west)	omundu	ovandu	omuti	omukono

Swahili is a Bantu language, and as a lingua franca it has assimilated many words from other languages, including a fair number from Arabic and English. Because of the many tribal languages, Swahili is of necessity THE language of inter-tribal communication, and in our era of civilization, it is the language of culture, education, and communication serving a vast portion of Africa, apart from some European language.

According to the latest census estimates published in 1961, the population of Swahili speaking areas and countries is as follows:-

Tanganyika	8.9 million
Kenya	6.5 "
Uganda	6.5 "
Ruanda-Urundi	4.5 "
Republic of Congo	14.0 "
	40.0 million

Allowing for about a third of the Congo population understanding and speaking Swahili, but including fringe areas of neighboring countries, the coast line, Zanzibar and other islands, one can estimate that the Swahili language can well serve some 30 to 40 million inhabitants in Africa. The differences between the Standard Swahili as used in East Africa and the Congo Swahili (Kingwana) are negligible.

It must be remembered that Swahili is a second language to most natives of East and Central Africa. Their tribal dialect or language, and there are scores of these, is their first language until they go to school and there they switch over to Swahili. Inter-tribal contact and trading requires some knowledge of Swahili. For many years the Inter-territorial Swahili Language Committee has sought to standardize the Swahili language in East Africa, so that when it is used in the schools and by the press it can serve more effectively as the great lingua franca which it is. This Committee has done a very commendable job, both in Swahili research and in standardizing the language. The lessons presented in this course are in the Standard Swahili.

The East African territories of Kenya, Tanganyika, Uganda, and Zanzibar have been under the British flag for most of this past century. In the comparatively short time of the past 30 to 40 years, the British government has exerted great influence, developing East Africa, educating its peoples, and contributing in a great measure to the general progress of the people, so that now they are able to take their place among the independent nations of the world. Tanganyika achieved her independence in December, 1961, and Uganda in October, 1962. Kenya and Zanzibar will not be long in achieving the same. It is required of every Civil Service employee to have a good knowledge of the Swahili language, thus this language has contributed in its own subtle way to the progress of these countries. Nor must the work of Christian Missions be under-estimated.

Geographically, East Africa has much to offer in diversity of climate and natural beauty. From the snow-capped mountains of Kilimanjaro (19,500 ft.) in Tanganyika, and Mt. Kenya (17,058 ft.) in Kenya, to the plains, the lowlands and jungle areas where the wild animals roam, one has a great variety from which to choose. Most of the inhabitants live in the pleasant highlands, and it is in these that most of the development has taken place. The cities are becoming more modernized, and such large cities as Nairobi, capital of Kenya; Dar es Salaam, capital of Tanganyika; and Kampala, capital of Uganda, boast large populations, modern conveniences, fine buildings, excellent hotels, and attractive suburban residential areas.

The peoples of East Africa for the most part are native Africans at various stages of development and civilization. There is a large number of Indians from India there, besides a goodly number of Arabs and Europeans. Among the predominantly Bantu tribes there exist a few tribes of Nilotic origin. These include the war-like Masai, the Luo and a few others. There is also a small remnant of the original inhabitants, the Bushmen, still to be found in Tanganyika. These are the Sandawe and the Hatsa. Their language is the interesting click language related to that of the Hottentots.

East Africa could possibly be also the cradle, or one of the cradles of the beginning of man. The recent findings by the noted archeologist and anthropologist, Dr. L.S.B. Leakey, are startling. In the Olduvai Gorge at the edge of the Great Rift Valley in Tanganyika, Dr. Leakey found fossils, a skull and other items representing a man who lived there more than 600,000 years ago. He has been named Zinjanthropus boisei, and is considered to be the earliest known man.

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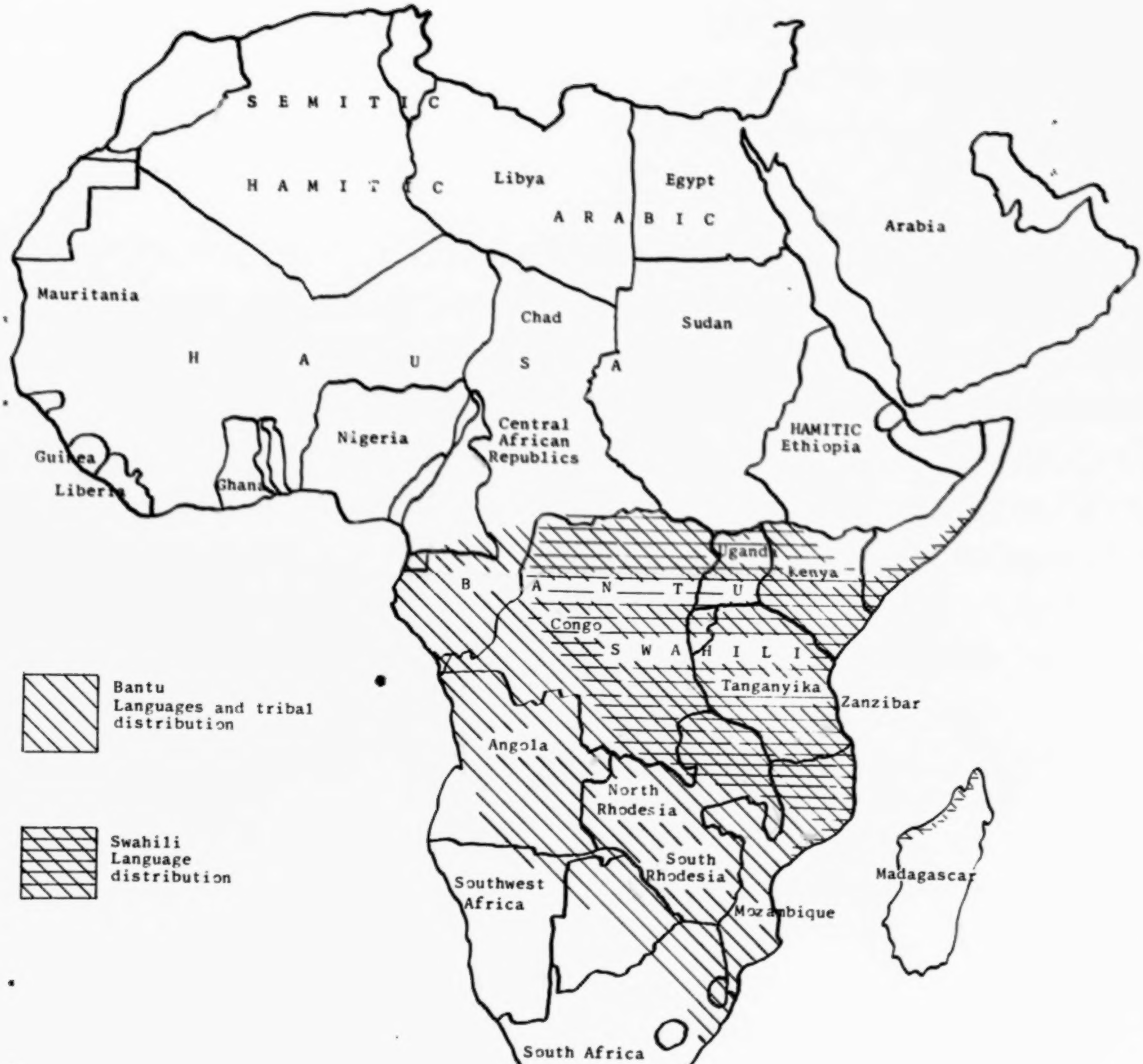
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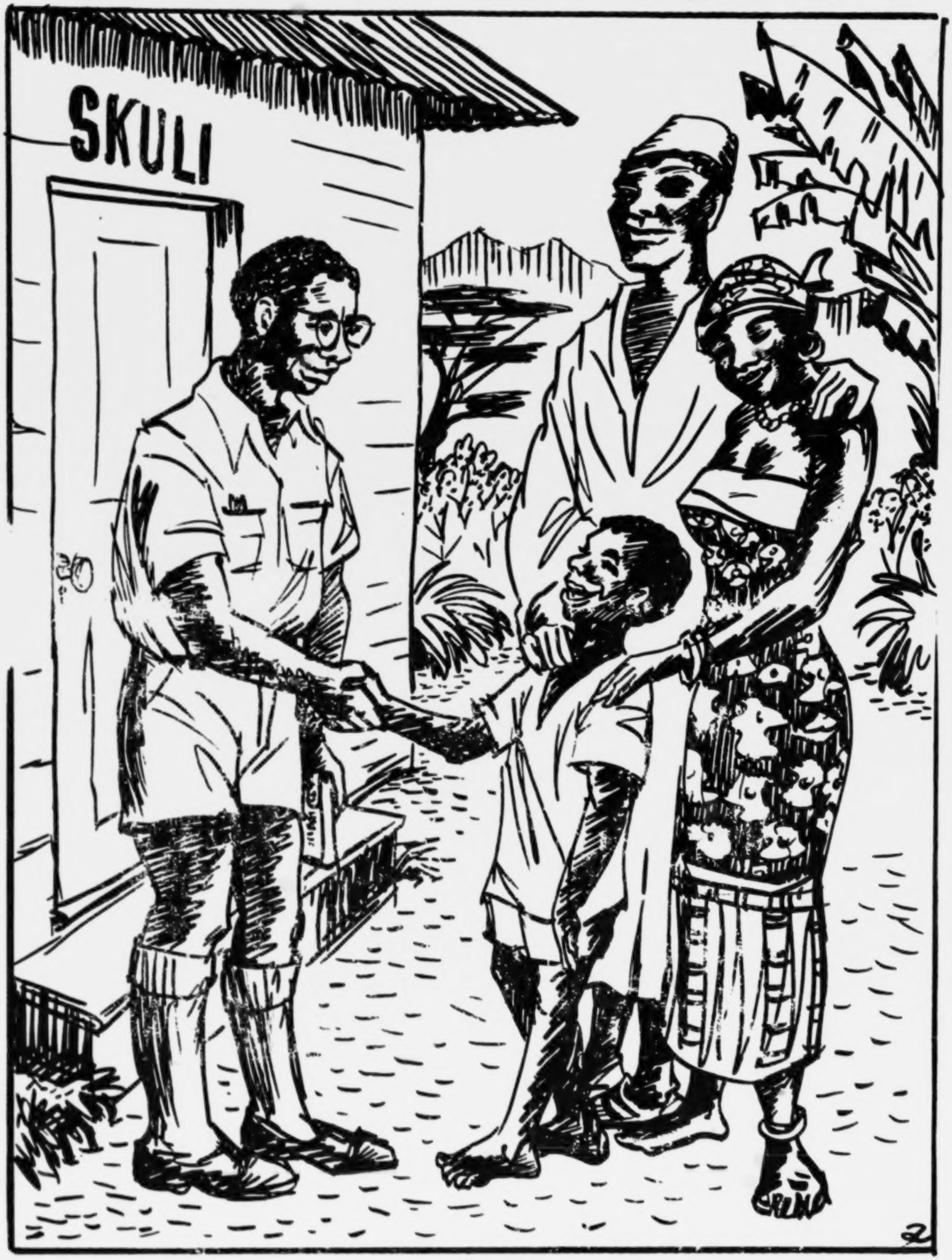
SWAHILI 12 WEEKS COURSE

LESSON 1

LESSON 1



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 5 vowels in utterances - no significant obscuration.

/a/	/e/	/i/	/o/	/u/
baba	wewe	mimi	mtoto	huyu
mama	yeye	nani	ndio	mwalimu
mwanafunzi		mwalimu		salamu
nani	heri	heri		mwanafunzi
salamu		ni		
kwa		si		

2. Drill on Clusters

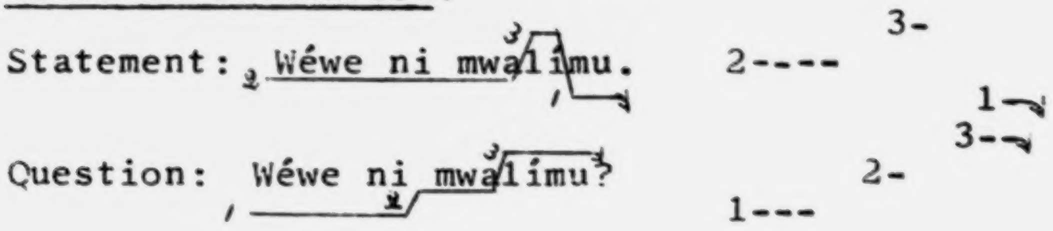
/mt/	/mw/	/kw/
mtoto	mwalimu	kwa heri
	mwanafunzi	

3. Drill on the fixed stress which is on the next to the last syllable.

mtóto, mwalímu, húyu, mwanafúnzi, kwa héri, náni?

mími, wéwe, yéye, bába, máma, ndío, salámu, etc.

4. Drill on intonation.



Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

1. Drill

a. Huyu ni baba.
Huyu ni mtoto.
Huyu ni Ali.
Huyu ni mama.
Huyu ni mwanafunzi.
Huyu ni mwalimu.

b. Baba na mama.
Baba na mtoto.
Mwalimu na baba.
Mwanafunzi na baba.
Mama na mtoto.
Mama na baba.
Mwalimu na mama.
Mwanafunzi na mama.

c. Baba na mwalimu.
Baba na mwanafunzi.
Mwalimu na mtoto.
Mwanafunzi na mtoto.
Mama na mwalimu.
Mama na mwanafunzi.
Mwalimu na mwanafunzi.
Mwanafunzi na mwalimu.

d. Huyu nani?
Ni baba.

Huyu nani?
Ni mtoto.

Huyu nani?
Ni mwalimu.

Huyu nani?
Ni mama.

Huyu nani?
Ni mwanafunzi.

Huyu nani?
Ni Ali.

2. Repetition of above drills with particular stress on intonation and fixed stress.

Hùyu náni?

Hùyu ni mwalímu?

Mwanafúnzi na máma.

Mtóto ni mwanafúnzi.

Mími na wéwe.

Wéwe na yéye.

Hùyu ni mtóto.

Ndío, ni mwalimu.

Mwalímu na mwanafúnzi.

Bába na máma.

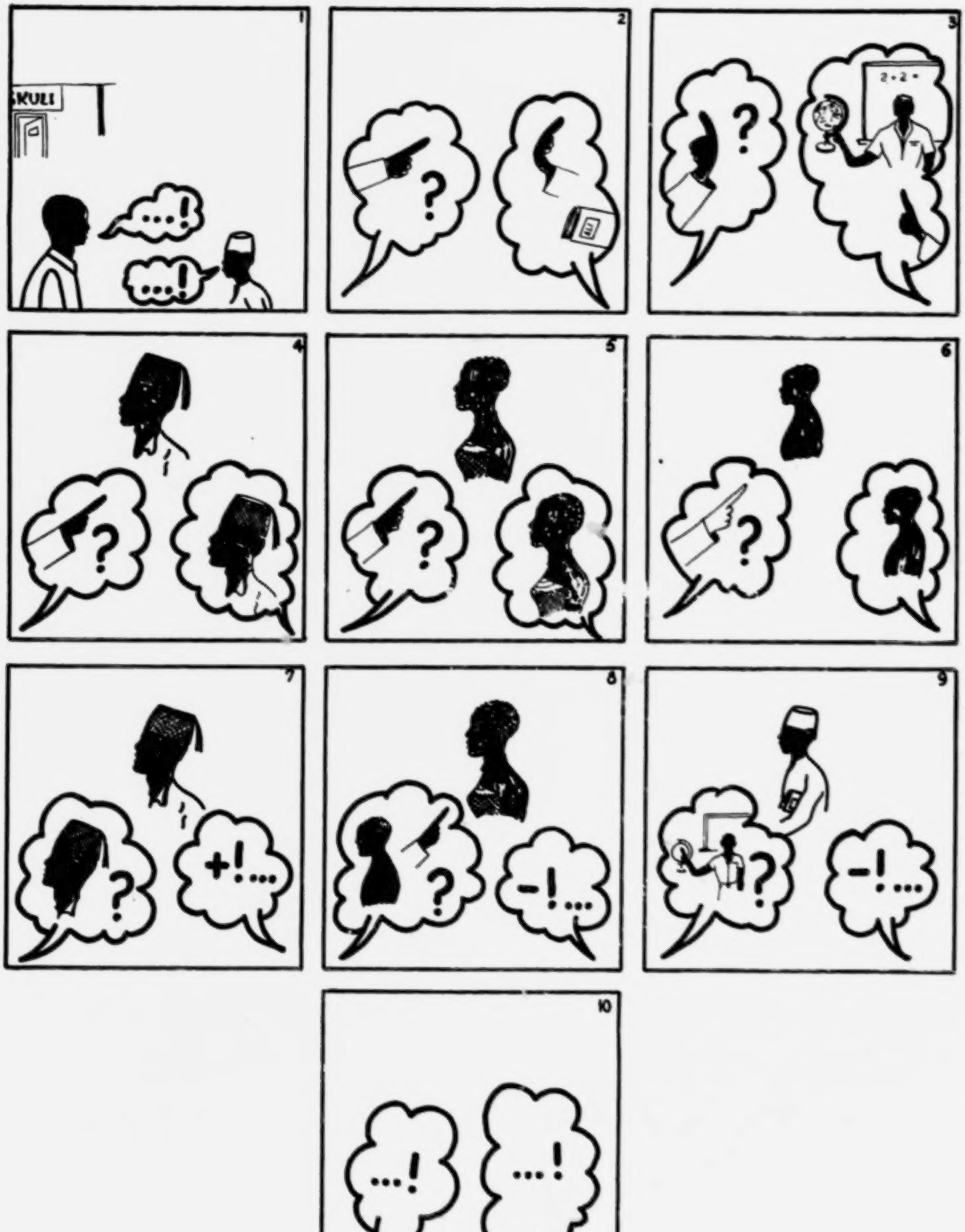
Wéwe na mími.

Yéye na wéwe.

2nd PERIOD — ENGLISH DIALOGUE — LESSON 1

1.	Greetings!	Greetings!
2.	Who are you?	I'm a student.
3.	Who am I?	You are a teacher.
4.	Who is he?	He is a father.
5.	Who is this?	A mother.
6.	And who is this?	A child.

7.	Is this father?	Yes, it is father.
8.	Is this a child?	No, it is mother.
9.	Is he a teacher?	No, not a teacher, a student.
10.	Good bye!	Good bye!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2nd PERIOD SWAHILI DIALOGUE LESSON 1

Note: The dialogue will be presented with the aid of the cartoons. It is to be acted out as far as possible. The goal is semantic perception and native like sound production.

1.	Salamu!	Salamu!
2.	Wewe nani?	Mimi ni mwanafunzi.
3.	Mimi nani?	Wewe ni mwalimu.
4.	Yeye nani?	Yeye ni baba.
5.	Huyu nani?	Ni mama.
6.	Na huyu nani?	Ni mtoto.

7.	Huyu ni baba?	Ndio, ni baba.
8.	Huyu ni mtoto?	La, ni mama.
9.	Yeye ni mwalimu?	La, si mwalimu, ni mwanafunzi.
10.	Kwa heri!	Kwa heri!

3rd PERIOD PATTERN DRILLS I LESSON 1

Step 1.

1. Repetition Drill

Mimi ni mwalimu.	Mimi ni mwalimu.
Wewe ni mwalimu.	Wewe ni mwalimu.
Yeye ni mwalimu.	Yeye ni mwalimu.
Huyu ni mwalimu.	Huyu ni mwalimu.

2. Substitution Drill

a. Mimi ni -----

mwalimu, mwanafunzi, baba, mama, mtoto.

Wewe ni -----

baba, mama, mtoto, mwanafunzi, mwalimu.

Yeye ni -----

mtoto, baba, mama, mwalimu, mwanafunzi.

Huyu ni -----

mtoto, baba, mama, mwalimu, mwanafunzi.

b. ----- ni mwalimu.

Mimi, Wewe, Yeye, Huyu.

(Other nouns can be substituted for mwalimu).

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue. b. Pattern drill.

4th PERIOD (First hour in the morning) LESSON 1

Step 1. Sound production drills. 5-10 min. Phonological target elements re-enforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the quéstion. Then the teacher selects another student to answer the question.

a.

Huyu nani?	Ni mtoto.
Huyu nani?	Ni baba.
Huyu nani?	Ni mama.

b.

Cue	1st student	2nd student
baba	Huyu nani?	Ni baba.
mwalimu	Huyu nani?	Ni mwalimu.
mwanafunzi	Huyu nani?	Ni mwanafunzi.

The following drills should be treated as in (a) and (b) above.

c. Mimi nani? Wewe ni mwalimu.

Ali, mwanafunzi, baba, mama, mtoto.

d. Wewe nani? Mimi ni mwanafunzi.

mwalimu, baba, mtoto, mama.

e. Yeye nani? Yeye ni mwalimu.

mtoto, mwanafunzi, Ali, mama, baba.

f. Huyu ni baba? Ndio, ni baba.

mtoto, mama, mwanfunzi, Ali, mwalimu.

PATTERN DRILL II (CON'T)

Note: If facilities are available this period can be scheduled for a language lab session.

1. Repetition Drill

   a. Huyu ni mtoto.

      baba, mama, mwalimu, mwanafunzi.

   b. Wewe ni mama.

      mtoto, mwalimu, baba, mwanafunzi.

   c. Mimi ni mwanafunzi.

      mama, mwalimu, mtoto, baba.

   d. Yeye ni mwalimu.

      mwanafunzi, mtoto, mama, baba.

2. Patterned Response Drill

   a. Wewe ni mtoto? Ndio, mimi ni mtoto.

      mwalimu, baba, mwanafunzi, mama.

   b. Mimi ni mwalimu? Ndio, wewe ni mwalimu.

      baba, mtoto, mama, mwanafunzi.

   c. Wewe ni mtoto? La, mimi ni mama.

      baba, mwalimu, mwanafunzi, mama.

   d. Huyu ni mwalimu? La, huyu ni mwanafunzi.

      mtoto, mama, baba, mwalimu, mwanafunzi.

6th PERIOD SITUATIONAL APPLICATION LESSON 1

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Salamu, mwanafunzi! Salamu, mwalimu!

Wewe ni mwanafunzi na mimi ni mwalimu.

Huyu ni mtoto na mama. Na huyu ni baba.

Kwa heri, mwalimu! Kwa heri, mwanafunzi!

Step 2. Questions based on the narration:

Wewe ni mwanafunzi? Ndio, mwalimu.

Wewe ni mwalimu? La, ni mwanafunzi.

Mimi ni mwalimu? Ndio, ni mwalimu.

Huyu ni baba? Ndio, huyu ni baba.

Huyu ni mama? Huyu ni mama.

Huyu nani? Huyu ni mtoto.

Step 3. Language lab session of 15 - 20 minutes.

I. In this lesson you have been introduced to some of the sound features of Swahili. You have had no special difficulty with those sounds which are similar to your native language; but the sounds which are different from English, however, have appeared to you as rather strange.

Let us discuss some of these:

1. One of the difficulties for a student whose native tongue is English is to produce different kinds of vowel sounds in syllables which are not stressed or accented.

2. Another feature different from English is the Swahili stress or accent pattern. The Swahili stress doesn't move, it is fixed. It always falls on the next to the last syllable.

3. In Swahili the word order is identical for both the question and the statement; the only thing that changes is the intonation; which is the rise and fall of the voice as we speak.

4. Most of the "English" consonant sounds will be accepted in Swahili, although there will be some small differences which we will go into later on. However, there are specific differences between English and Swahili vowel sounds. First, the number of significant vowel sounds is greater in English. Second, generally speaking, there is a difference in production also.

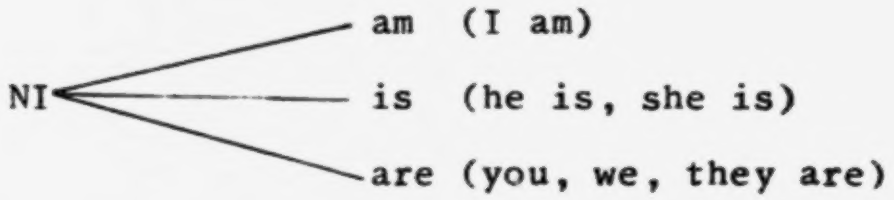
5. There are a large number of consonant clusters in Swahili and you will probably have difficulty in pronouncing some of them at the beginning of a word.

II. Some features of Swahili language structure.

1. The 'pointing out word' (demonstrative) huyu is used to point out living beings only. This is the singular form, and it means 'this'. It follows the noun.

Mtoto huyu	this child

2. The short Swahili word ni is a form of the verb 'to be', and is used this way only in the present tense. It does not vary in form when used with one or many, male or female.



Furthermore, this word denotes existence (being), i.e. being well, being sick, being big or small, etc. It is not used to help out (auxiliary) another action word, as for example: I am going, he is sitting, etc.

3. Word order in a sentence is sometimes different from the English.

   a. When a statement is turned into a question, the same word order is retained. The difference between the two would be in intonation. This is not so in English.

Huyu ni mtoto.	This is a child.
Huyu ni mtoto?	Is this a child?

   b. When a question word (interrogative) is used, it is often at the end of a sentence. This is not so in English.

Huyu ni nani?	Who is this? (Lit. This is who?)

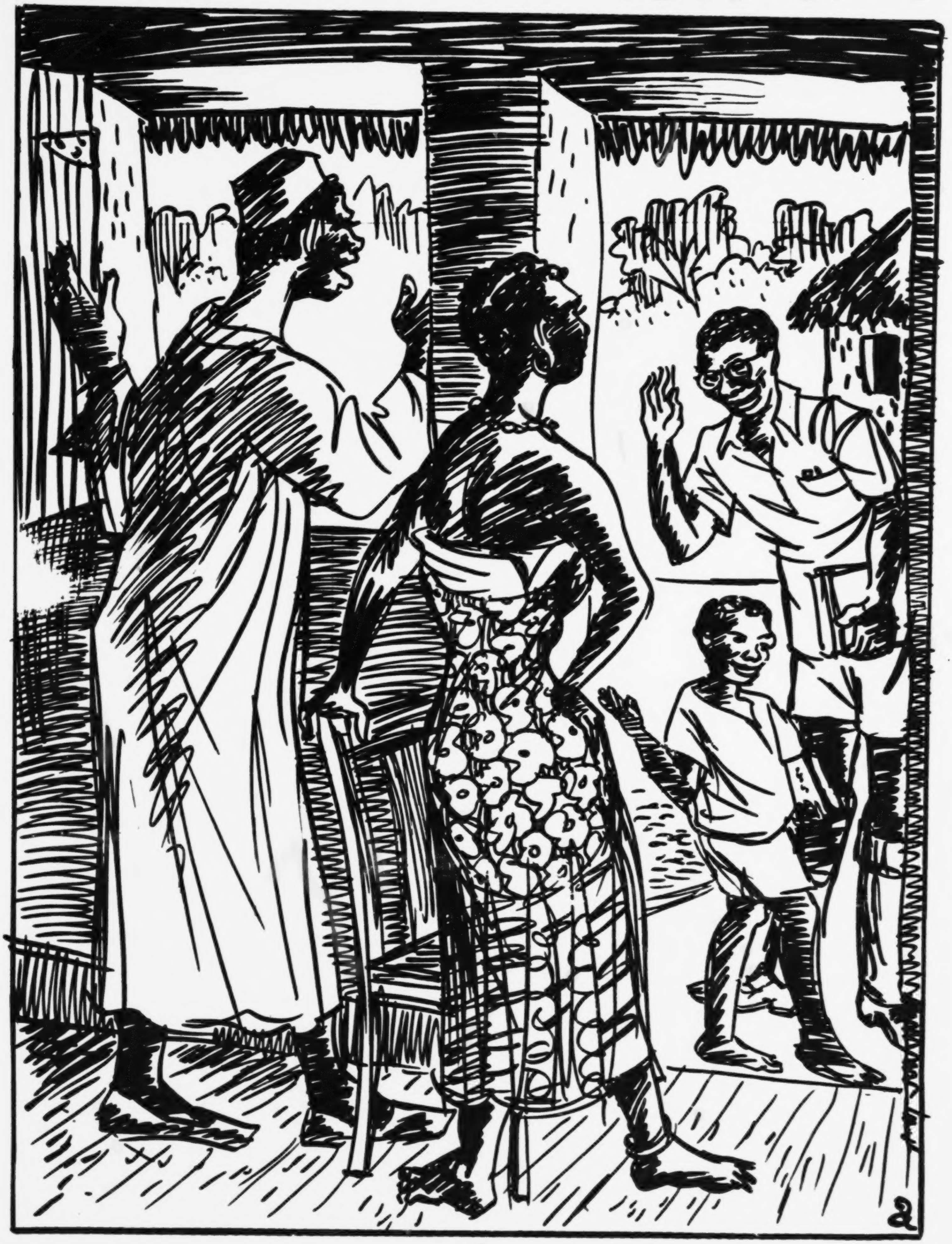
III. Cultural Note

African family life is as a rule fairly closely knit. In Christian homes the husband has one wife, but in pagan or Muslim homes there are often more wives if the husband can afford them. A bride price has to be paid, and this is often quite high. A wealthy pagan chief may acquire around 20 - 30 wives.

SWAHILI 12 WEEKS COURSE

LESSON 2

LESSON 2



1st PERIOD PERCEPTION DRILL LESSON 2

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 5 vowels - no obscuration.

/a/	/e/	/i/	/o/	/u/
mzima	mrefu	mzima	mdogo	mrefu
mkubwa	asante	mfupi		mkubwa
asante		Mswahili	mtoto	mtu
hata	wewe	Mkikuyu		Mkikuyu
pia	yeye	pia		

2. Clusters

/mt/ mtoto, mtu (with stressed syllabic nasal)
/mz/ mzima, mzuri
/mr/ mrefu
/mf/ mfupi
/mk/ mkubwa, Mkikuyu
/msw/ Mswahili

3. Fixed stress on the penultimate syllable.

Lexical items will be given to illustrate this:

mzíma, mréfu, mfúpi, mkúbwa, mdógo, ḿtu, Mswahíli

Mkikúyu, asánte, háta, pía.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

1. Drill

a. mtoto mfupi
mtoto mdogo
mtoto mkubwa

b. baba mkubwa
baba mrefu
baba mfupi

c. Mkikuyu mrefu
Mkikuyu mfupi
Mkikuyu mkubwa

d. Mswahili mdogo
Mswahili mrefu
Mswahili mkubwa

e. mtoto ni mzima
baba ni mzima
mama ni mzima
mwalimu ni mzima
mwanafunzi ni mzima

f. mama mfupi
mama mrefu
mama mdogo

g. mwalimu mkubwa
mwalimu mrefu
mwalimu mdogo

h. mtu mkubwa
mtu mdogo
mtu mrefu

i. mtu mfupi
mtu mzuri
mtu mkubwa

j. asante, mama
asante, mwalimu
asante, baba
asante, mtoto
asante, mwanafunzi

2. Repetition of above drills with particular attention to intonation and fixed stress.

a. Hùyu ni ṃ́tu mréfu?
Ndío, ni ṃ́tu mréfu.
Hùyu ni máma mdógo?
Ndío, ni máma mdógo.
Hùyu ni mwalímu mfúpi?
Ndío, ni mwalímu mfúpi.
Hùyu ni mtóto mdógo?
Ndío, ni mtóto mdógo.
Hùyu ni bába mkúbwa?
Ndío, ni bába mkúbwa.
Hùyu ni mwanafúnzi mdógo?
Ndío, ni mwanafúnzi mdógo.

b. Asánte, mwalímu.
Asánte, bába.

Mwalímu ni mzíma?
Bába ni mzíma?

1. Greetings, Ali!
   Greetings, teacher!

2. Is (your) father well?
   Yes, father is well.

3. And (your) mother also?
   Yes, mother is also well.

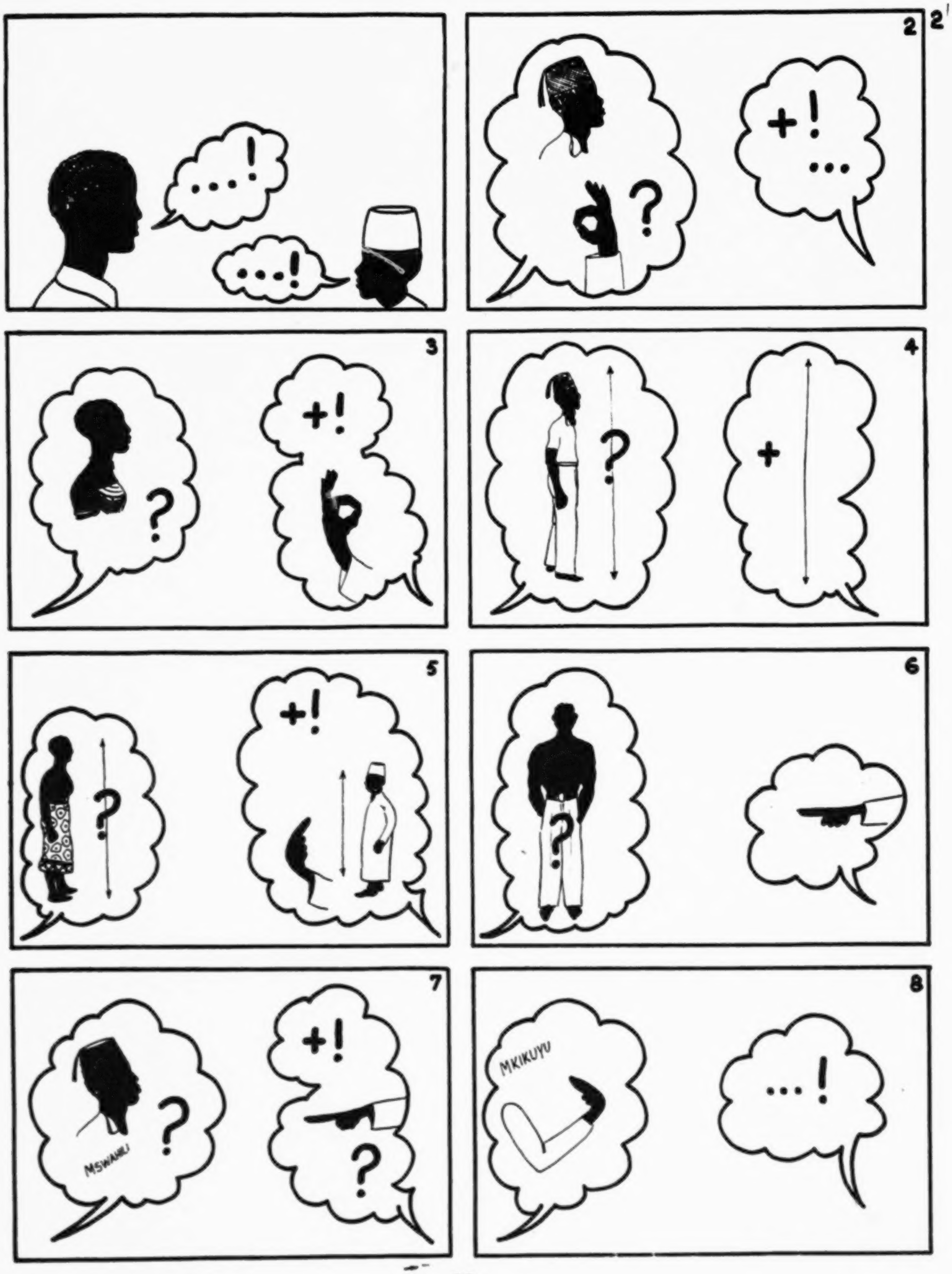
4. Is (your) father a tall person?
   He is a tall person.

5. Is (your) mother short?
   Yes (she is), and I am a small child.

6. Who is a big person?
   The teacher is a big person.

7. Is (your) father a Swahili?
   Yes, he's a Swahili. And you?

8. I am a Kikuyu.
   Thank you, teacher.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2nd PERIOD SWAHILI DIALOGUE LESSON 2

1. Salamu, Ali!

Salamu, mwalimu!

2. Baba ni mzima?

Ndio, baba ni mzima.

3. Hata mama?

Ndio, mama ni mzima pia.

4. Baba ni mtu mrefu?

Yeye ni mtu mrefu.

5. Mama ni mfupi?

Ndio, na mimi ni mtoto mdogo.

6. Nani ni mtu mkubwa?

Mwalimu ni mtu mkubwa.

7. Baba ni Mswahili?

Ndio, ni Mswahili. Na wewe?

8. Mimi ni Mkikuyu.

Asante, mwalimu.

3rd PERIOD — PATTERN DRILLS I — LESSON 2

Step 1.

1. Repetition Drill

Mwalimu mrefu. — Mwalimu mrefu.

Mwanafunzi, Mswahili, Mtoto, Mama, Mkikuyu.

2. Substitution Drill

a. Mwalimu ----- — Mwalimu mrefu.

mfupi, mzuri, mbaya, mkubwa, mdogo.

(Other nouns can be substituted for 'Mwalimu'.)

b. ------- mrefu. — Mkikuyu mrefu.

Mswahili, Baba, Mtoto, Mwanafunzi, Mwalimu.

(Other adjectives can be substituted for 'mrefu'.)

c. Baba -- ----- — Baba ni mfupi.

Ali, mtoto, mwalimu, Mswahili, Mkikuyu, mwanafunzi.

(Other adjectives can be substituted for 'mfupi'.)

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 2

Step 1. Sound production drills. 5-10 min. Phonological target elements re-enforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. Baba ni mzima? Ndio, baba ni mzima.

Mama, Mtoto, Mwalimu, Mswahili, Mwanafunzi, Mkikuyu.

(Other adjectives can be substituted for 'mzima'.)

b.

Cue	1st student	2nd student
Baba	Baba ni mzima?	Ndio, baba ni mzima.

Mama, Mwalimu, Mtoto, Mswahili, Mwanafunzi, Mkikuyu.

c. Baba ni mrefu? Ndio, ni mrefu.

mkubwa, mfupi, mzima, mdogo, mbaya, mzuri.

(Other nouns can be substituted for 'Baba'.)

d. Baba ni mrefu? La, si mrefu.

Mkikuyu, mkubwa, mdogo, mzima, Mswahili.

e. Mama ni Mswahili? La, mama ni Mswahili.

Baba, Mwalimu, Mkikuyu, Mtoto.

5th PERIOD RECOMBINATION DRILL LESSON 2

Note: If facilities are available this period can be scheduled for a language lab session.

1. Repetition Drill

a. Huyu ni mtoto.

mama, mwalimu, Ali, Mswahili, mwanafunzi.

b. Mtoto ni mzima.

Baba, Mama, Mwanafunzi, Mkikuyu, Mwalimu.

(Other adjectives can be substituted for 'mzima'.)

c. Mtoto mdogo ni mzima.

Mama, Mwalimu, Mkikuyu, Mswahili.

(Other adjectives can be substituted for 'mdogo'.)

2. Patterned Response Drill

a. Huyu ni mtoto? Ndio, ni mtoto.

mwalimu, mwanafunzi, Ali, baba, Mkikuyu.

b. Huyu ni mtoto mdogo? Ndio, ni mtoto mdogo.

mkubwa, mzuri, mfupi, mrefu, mbaya.

(Other pronouns can be substituted for 'huyu'.)

c. Mtoto ni mzima? Ndio, mtoto ni mzima.

Mama, Baba, Mwalimu, Ali, Mwanafunzi.

d. Mtoto ni mzima? La, mtoto si mzima.

Baba, Mama, Mswahili, Mkikuyu, Ali.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mtu huyu ni Mswahili. Yeye ni baba. Na yeye ni mtu mrefu pia. Mama ni mfupi. Baba ni mzima, hata mama ni mzima. Mtoto mdogo ni mwanafunzi. Mtu mkubwa huyu ni Mkikuyu. Yeye ni mwalimu.

Step 2. Questions based on the above narration:

Baba ni mrefu?	Ndio, yeye ni mrefu.
Mama ni mrefu pia?	La, yeye ni mfupi.
Mtoto mdogo ni nani?	Mtoto ni mwanafunzi.
Mwalimu ni Mswahili?	La, mwalimu ni Mkikuyu.
Nani ni Mswahili?	Baba ni Mswahili.
Mkikuyu ni mdogo?	La, yeye ni mkubwa.
Nani ni mdogo?	Ni mtoto, yeye ni mwanafunzi.
Mama ni mzima?	Ndio, mama ni mzima.

Step 3. Language lab session of 15 - 20 minutes.

I. Sounds of Swahili

No new sounds have been introduced in this lesson, but there are a few new initial consonant clusters. These were explained in the previous lesson. You will notice that all these clusters begin with an 'm', and so glide from a closed lip position as if you were humming, into the consonant which follows.

Take special note of the word 'mtu', notice that the 'm' is stressed because it has become a syllable in the penultimate (next to last) position. Be careful not to slip in a vowel sound before or after the 'm', but keep the stressed 'm' sound pure. Listen to your instructor and imitate him in pronouncing /ṃ́tu/.

II. Notes on Language Structure

1. (a) A word which qualifies or describes (adjective) a person or thing (noun) always follows the noun. This is not so in English.

mtoto mdogo	a small child (Lit. a child small)

(b) Study and compare the following examples:-

mtoto mdogo	a small child
mtoto ni mdogo	the child is small
mtoto mdogo ni mzima	the small child is well

(c) Note that these describing words (adjectives) have a beginning (prefix) m. This is a singular prefix which shows that the adjective is in agreement with a group of nouns denoting living beings.

mtoto mzuri	a good child

2. In Swahili there is no equivalent for the small words 'a' and 'the' and so no such words are used.

a teacher	mwalimu
the teacher	mwalimu

III. Cultural Note

Two words have been used in this lesson: Mkikuyu and Mswahili. These indicate a person belonging to these respective tribes. There are many tribes living in East Africa, and each tribe has a special dialect or language. For the most part these languages are related and belong to the Bantu family of languages. The Swahili language is the great lingua franca which is used by all the tribes (see Introduction).

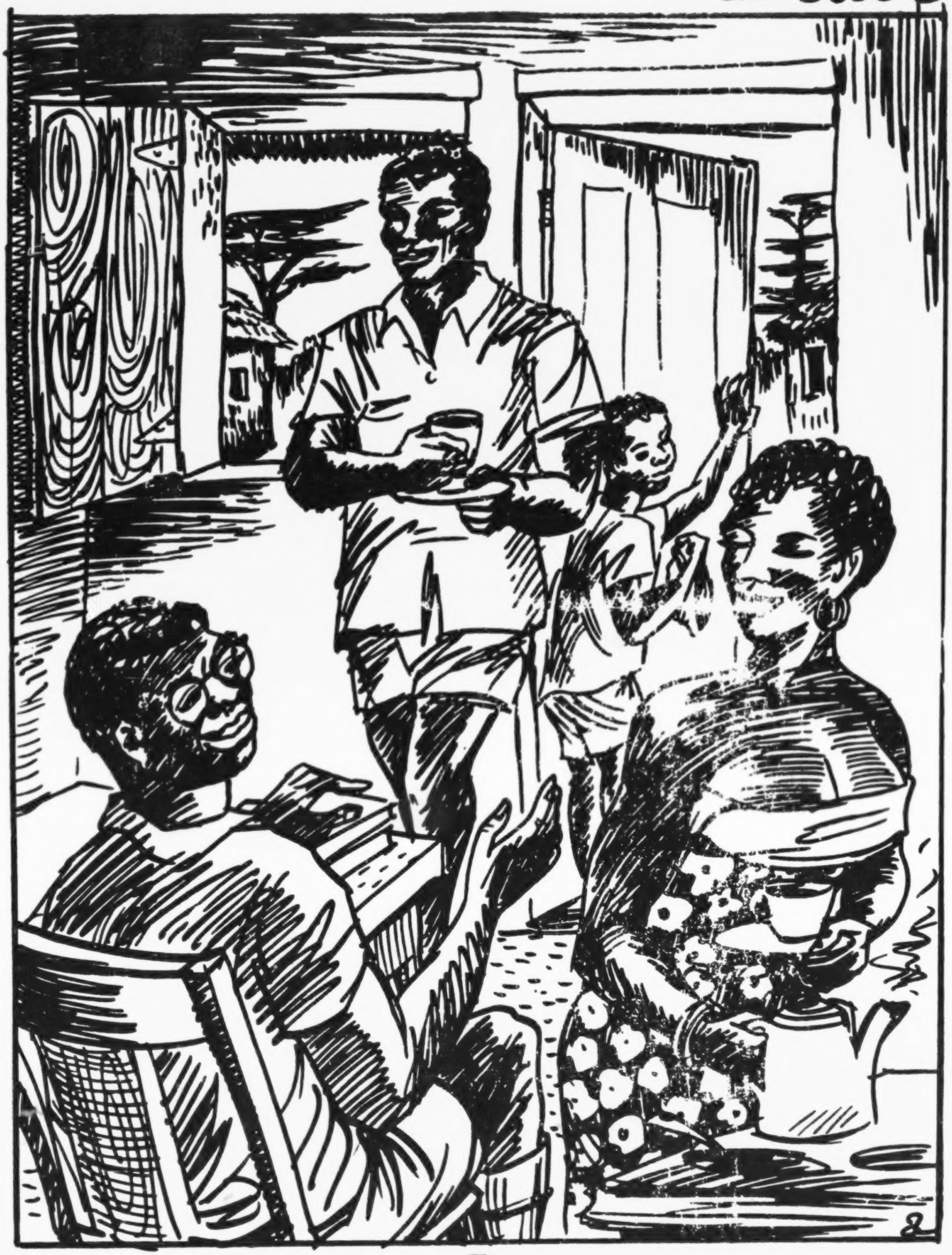
The Kikuyu people live in Central Kenya, mainly in the region between Nairobi and Mt. Kenya (17,058 ft.). Nairobi is the thriving capital of Kenya. The Kikuyu are a progressive people, engaging in agriculture and trade.

The Swahili are a coastal people. The word 'Suahil' is the Arabic name for 'coast', and that is where the word 'Swahili' came from. The Swahili are not a distinct tribe as they have inter-married with many other tribes, including Arabs. They are for the most part traders, and some are fishermen. Due to Arabic influence they are mostly Muslims by faith. For centuries civilization came to East Africa by way of the East Coast, the Swahili language went along with it and became established as the common language for the whole of central East Africa, including the Eastern Congo.

SWAHILI 12 WEEKS COURSE

LESSON 3

LESSON 3



1st PERIOD PERCEPTION DRILL LESSON 3

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 5 vowels - no obscuration.

/a/	/e/	/i/	/o/	/u/
mlango	mgeni	mgeni	mlango	funga
simama	sema	simama		fungua
fanya	keti	keti	mdogo	
fungua	tengeneza		mtoto	mkubwa
sasa	penda	nini?		mrefu
taka		kwa nini?		
anataka				
kahawa				

2. Clusters

/ml/ mlango

/mg/ mgeni

/ŋg/ mlango, funga, fungua, tengeneza, ingia

/ua/ fungua

/ia/ pia, ingia

/ai/ chai

3. A sound different from English.

The fronto-palatal nasal /n'/ (ny), as in fanya.

The /r/ is a short and rather weak trill of about 2 vibrations, and very different from the English retroflex flap:
e.g. -refu, -zuri, kwa heri.

4. Fixed stress on the penultimate syllable.

Lexical items will be given to illustrate this:-

mlángo, simáma, fungúa, chái, kaháwa, tengenéza

mgéni, sása, séma, kéti, fánya, fúnga, pénda

níni, kwa níni, ingía, táka,

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

1. Drill

a. ninasema
ninasimama
ninaketi
ninafunga
ninafungua
ninapenda
ninataka
ninatengeneza

b. unasema
unaketi
unafunga
unasimama
unafungua
unapenda
unatengeneza
unataka

c. anataka
anatengeneza
anapenda
anafunga
anafungua
anasimama
anaketi
anasema

d. mimi ninasimama
mimi ninaketi
mimi ninapenda
mimi ninataka
mimi ninafunga
mimi ninafungua
mimi ninatengeneza
mimi ninasema

e. wewe unataka
wewe unatengeneza
wewe unapenda
wewe unafungua
wewe unafunga
wewe unasimama
wewe unaketi
wewe unasema

f. yeye anasema
yeye anasimama
yeye anaketi
yeye anafunga
yeye anafungua
yeye anapenda
yeye anataka
yeye anatengeneza

g. mtoto anataka
mwalimu anasimama
mwanafunzi anasema
baba anaketi
mama anatengeneza
Ali anapenda

h. mtoto anafanya nini?
mama anafanya nini?
mwalimu anafanya nini?
Ali anafanya nini?
baba anafanya nini?
mwanafunzi anafanya nini?

i. Mkikuyu anataka nini?
Mkikuyu anasema nini?
Mkikuyu anapenda nini?
Mswahili anatengeneza nini?
Mswahili anataka nini?
Mswahili anasema nini?

j. baba anapenda kahawa
mama anapenda chai
mama anapenda mtoto
mwalimu anataka kahawa
mwalimu anataka chai
mwanafunzi anataka kusema

2nd PERIOD ENGLISH DIALOGUE LESSON 3

1. Is father standing?

   Yes, and he is opening the door now.

2. Why is he opening the door?

   A visitor is coming in.

3. What does the visitor want?

   He wants to talk with father.

4. Is he sitting now?

   Yes, and he is speaking Swahili.

5. "Do you like tea?"

   "Yes, I like it very much."

6. Is mother fixing tea?

   She is fixing tea as well as coffee.

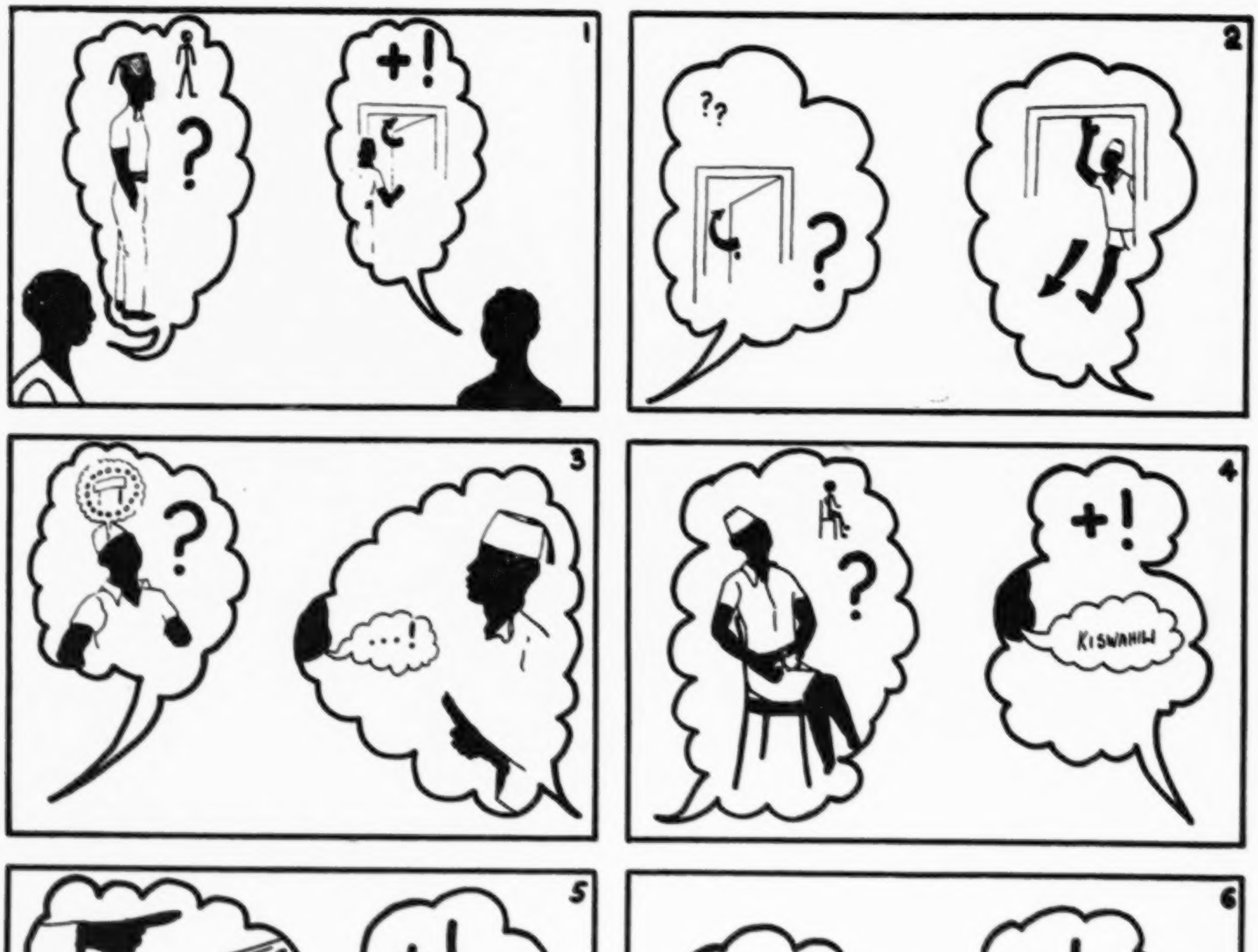
7. Who likes coffee?

   Father likes coffee.

8. What's the child doing?

   The child is closing the door.

3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??
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3
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KISWAHILI
5
CHAI
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+!...
6
?
+!
CHAI
+
KAHAWA
7
?
KAHAWA
8
?

2nd PERIOD SWAHILI DIALOGUE LESSON 3

1. Baba anasimama?

Ndio, na anafungua mlango.

2. Kwa nini anafungua mlango?

Mgeni anaingia.

3. Mgeni anataka nini?

Anataka kusema na baba.

4. Sasa anaketi?

Ndio, na anasema Kiswahili.

5. Unapenda chai?

Ndio, ninapenda sana.

6. Mama anatengeneza chai?

Anatengeneza chai na kahawa pia.

7. Nani anapenda kahawa?

Baba anapenda kahawa.

8. Mtoto anafanya nini?

Mtoto anafunga mlango.

Step 1.

1. Repetition Drill

a. Mimi ninasimama. Mimi ninasimama.

-keti, -fanya, -ingia, -funga, -penda.

Wewe unaingia. Wewe unaingia.

-fanya, -simama, -funga, -tengeneza, -keti.

Yeye anaketi. Yeye anaketi.

-simama, -funga, -fanya, -penda, -ingia.

b. Baba anasimama. Baba anasimama.

Wewe, Mimi, Yeye, Mama, Ali, Mwanafunzi.

(Substitute other verbs for '-simama')

2. Substitution Drill

a. Ali
---- anasimama. Ali anasimama.

Wewe, Mimi, Yeye, Mwalimu, Mkikuyu.

b. Wewe
---- unaketi. Wewe unaketi.

Mimi, Mgeni, Mswahili, Yeye, Mama.

(Other verbs can be substituted for 'keti'.)

c. Yeye
---- anataka chai. Yeye anataka chai.

Mimi, Wewe, Mama, Mkikuyu, Baba.

d. Ali
---- anafungua mlango. Ali anafungua mlango.

Yeye, Wewe, Mwalimu, Mwanafunzi, Mtoto.

e. Mama
---- anatengeneza chai. Mama anatengeneza chai.

Mtoto, Mimi, Yeye, Mwanafunzi, Mswahili.

f. Mtoto
---- anasema Kiswahili. Mtoto anasema Kiswahili.

Wewe, Mimi, Yeye, Mwalimu, Mkikuyu, Mgeni.

g. Wewe
---- unapenda kahawa. Wewe unapenda kahawa.

Mimi, Mwalimu, Mkikuyu, Mwanafunzi, Yeye.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 3

Step 1. Sound production drills. 5-10 min. Phonological target elements re-enforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. Ali anafungua mlango? Ndio, anafungua mlango.

Mimi, Yeye, Mwalimu, Wewe, Baba.

Mwalimu anatengeneza chai? La, anafunga mlango.

Wewe, Mimi, Mwanafunzi, Mgeni, Ali.

Mtoto anasimama? La, anaketi.

Mwalimu, Wewe, Mgeni, Ali, Mimi.

b. Cue

Ali 1st: Ali anafungua mlango?
2nd: Ndio, anafungua mlango.

mimi, yeye, mwanafunzi, mwalimu, mtoto.

Mtoto
1st: Mtoto anasimama?
2nd: La, anaketi.

mwanafunzi, mimi, wewe, yeye, mwalimu.

5th PERIOD RECOMBINATION DRILL LESSON 3

Note: If facilities are available this period can be scheduled for a language lab session.

a.

Mgeni anataka nini?	Anataka kusema na baba.
baba	kufungua mlango
mama	kutengeneza chai
mwalimu	kuketi
mtoto	kufunga mlango
Mswahili	kuingia

b.

Wewe unafanya nini sasa?	Ninatengeneza chai.
yeye	-sema na baba
mgeni	-funga mlango
mimi	-fungua mlango
mtoto	-simama
baba	-keti
mama	

c. Wewe unasema na baba.

Mswahili, Mkikuyu, mwalimu, mtoto, Ali.

d. Mimi ninapenda chai.

-taka kahawa, -keti, -simama, -sema Kiswahili.

e. Mwalimu mkubwa anafanya kazi.

wageni, Wakikuyu, mwanafunzi, mtoto.

f. Mtu huyu anasema Kiswahili.

watu, wanafunzi, Mkikuyu, mtoto.

g. Mgeni anafunga mlango.

wageni, wanafunzi, mtoto, Mswahili.

6th PERIOD SITUATIONAL APPLICATION LESSON 3

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba anasimama na anafungua mlango. Yeye ni mtu mrefu, na yeye ni Mswahili pia. Mgeni anataka kuingia. Yeye anataka kusema na baba. Yeye ni Mkikuyu.

Sasa mgeni anaketi. Yeye ni mwalimu na anasema Kiswahili. Mtoto ni mwanafunzi, anafunga mlango sasa.

Mama anatengeneza chai na kahawa. Anasema: "Mgeni, unapenda chai?" Na mgeni anasema: "Ndio, asante, ninapenda chai". Baba anapenda kahawa.

Step 2. Questions based on the above narration:

Baba anafungua nini?
Nani anataka kuingia?
Baba ni mtu mrefu?
Yeye ni Mkikuyu?
Nani ni Mswahili?
Nani ni Mkikuyu?
Mgeni ni mtu mzuri?
Nani ni mwalimu?
Mtoto ni mwanafunzi?
Anafanya nini na mlango?
Mama anatengeneza nini?
Mgeni anapenda nini?
Na baba anapenda nini?

Step 3. Presentation of short narratives prepared by students.

Note: Here are a few more notes about Swahili sounds.

I. Sound Features

a. In this lesson we had the clusters /ml/ and /mg/ at the beginning of a word. These are not so difficult when you remember the suggestion made in Lesson 1. From a closed lip position glide into the consonant which follows. We might add that you produce a slight hum on the 'm' as you glide into the 'l' as in 'mlango', and the hard 'g' as in 'mgeni'.

b. Then we had the /ŋg/ sound cluster. It is presented by the symbols 'ng'. The 'g' is always hard as in 'Bingo', 'tango', and never as in 'song', 'bang', or 'swinging'.

c. A sound somewhat different from English is the /n'/ (ny), as in 'fanya'. This is approximately as in the English 'canyon', or the Spanish 'Señorita'.

d. There are also vowel clusters.

/ua/	as in 'fungua'.
/ia/	as in 'pia', 'ingia'.
/ai/	as in 'chai'.

Remember to treat vowels as separate syllables and give each vowel its individual worth.

e. Watch the 'u' in 'funga' so that you do not sound it as in the English word 'fungus'. It is rather like in the English 'foot'.

II. Language Structure

A verb denotes an action - it is an action word. In order to convey the idea concerning an action more clearly we need to know:-

Who did the action? (Doer)

When did it happen? (Time)

What was that action? (Action)

In Swahili certain prefixes attached to the stem of a verb show this sequence. To show that the action takes place now (the present tense) the syllable NA is used as a tense indicator. This is preceded by a short pronoun indicating the doer, or subject.

WHO? (Doer)	WHEN? (Time)	WHAT? (Action)
ni (I)	NA	simama (stand)
u (you)		keti (sit)
a (he, she)		sema (say)
tu (we)		taka (want)
m (you pl.)		funga (shut)
wa (they)		ingia (enter)
		fanya (do, make)

Examples:

ni - na - keti	ninaketi	(I am sitting)
u - na - fanya	unafanya	(you are doing)
a - na - sema	anasema	(he is saying)

Note: The short pronoun prefix is always used, regardless whether a noun precedes it or not.

Ali anasimama. (literally: Ali, he is standing.)

Note that the pronoun or subject prefix, the tense sign, and the verb stem are all combined into one word.

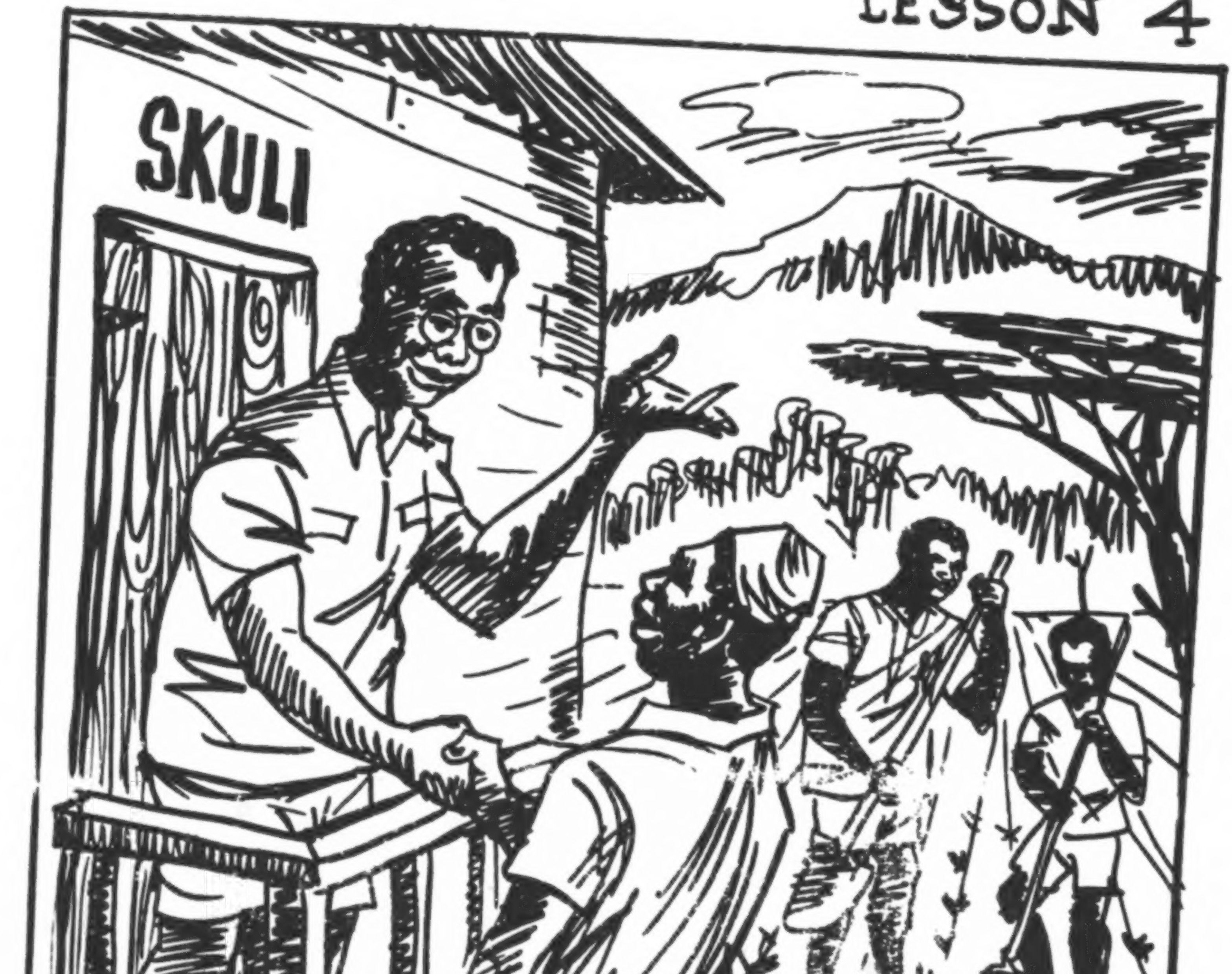
III. Cultural note:

Talking about the preparation of tea, the natives in East Africa as a rule are very fond of tea. They put the loose tea leaves into the tea pot full of water, milk is added, also a generous amount of sugar. Then this mixture is boiled for some time. The resultant drink is what you would expect it to be. Actually, it is quite good.

SWAHILI 12 WEEKS COURSE

LESSON 4

LESSON 4



1st PERIOD PERCEPTION DRILL LESSON 4

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The new sounds /č/, /v/, /l/ which are similar to English.

/č/	/v/	/l/
chai	vilevile	lala
cheza		vilevile
		lima
		kweli
		pale

2. Question intonation drill

a. Nani? (who?)

Huyu nani?	Huyu ni mwalimu.
Mtu huyu nani?	Huyu ni mgeni.
Wewe nani?	Mimi ni Ali.

b. Nini? (what?)

Anafanya nini?	Anafanya kazi.
Anataka nini?	Anataka kahawa.

c. Wapi? (where?)

Anaketi wapi?	Anaketi hapa.
Anasimama wapi?	Anasimama pale.
Unakwenda wapi?	Ninakwenda katika shamba.

d. Gani? (what kind?)

Anafanya kazi gani?	Yeye ni mwalimu.
Unatafuta kazi gani?	Ninatafuta kazi ya mwalimu.

e. Statement > question

Q. Huyu ni mtoto mdogo?
St. Huyu ni mtoto mdogo.

Q. Huyu ni mama mzuri?
St. Huyu ni mama mzuri.

Q. Huyu ni Mswahili?
St. Huyu ni Mswahili.

3. Clusters appearing initially (reinforcement drill)

a. /mt/ (stressed initial 'm') mtu

/mt/ (unstressed) mtoto,	Mtoto wa mtu huyu.
/mw/ mwalimu, mwana.	Mwalimu mwema.
/ms/ Mswahili	Huyu ni Mswahili.
/ml/ mlango	Mlango ni mrefu.
/mg/ mgeni	Mtu huyu ni mgeni.

b. Reinforcement of medial /ŋg/.

/ŋg/ funga, tengeneza,
ingia, mlango, fungua. Funga mlango.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. What kind of work does Ali do?
   He is a teacher.

2. What is he doing now?
   He is talking with a tall stranger.

3. What does the stranger want?
   The stranger is looking for work.

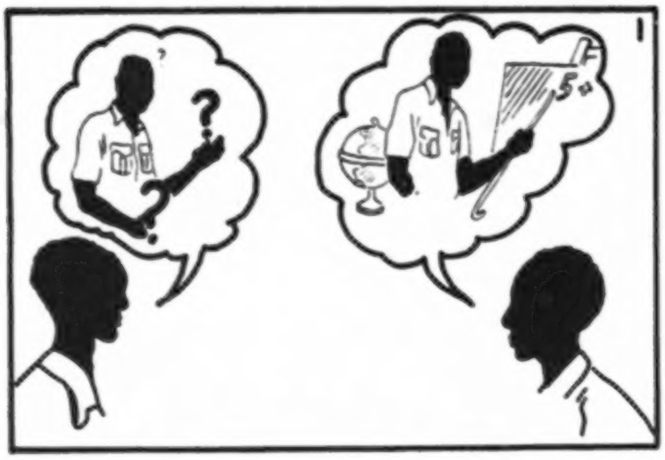
4. What kind of work is he looking for?
   He is also a teacher.

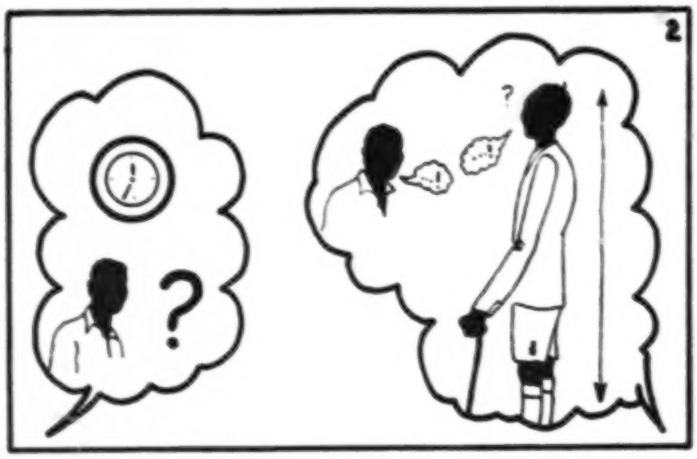
5. Is he a good teacher?
   Yes, and he teaches Swahili.

6. Where is the big child?
   He is cultivating in the garden.

7. Truly, he is a good child.
   Yes, he is helping father.

8. Is the small child sleeping now?
   No, he is playing yonder.





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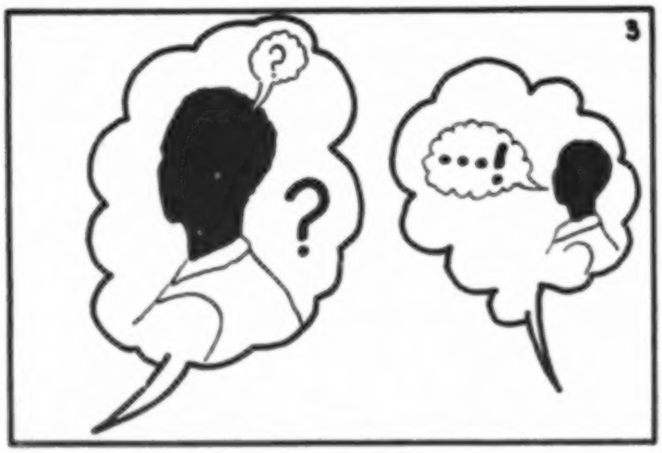

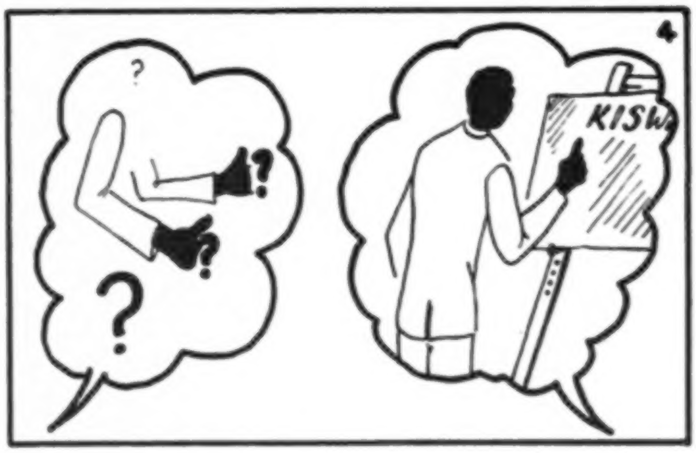

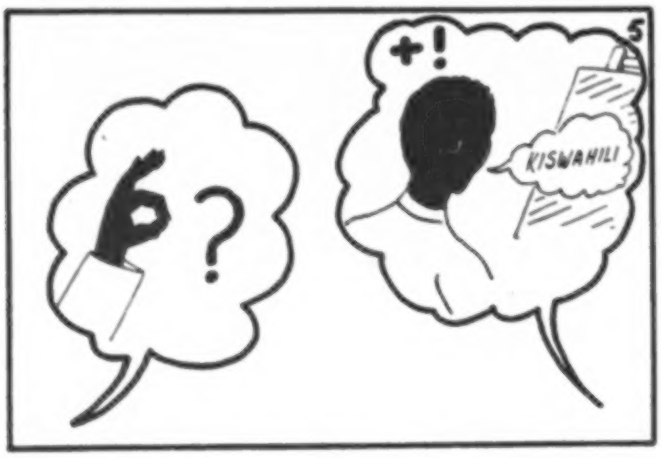
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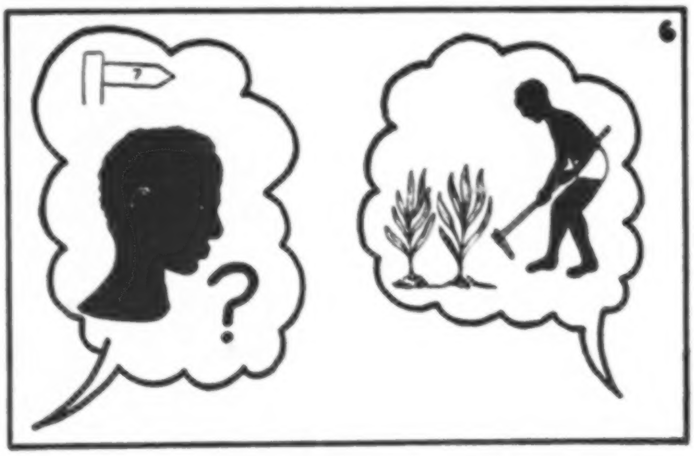
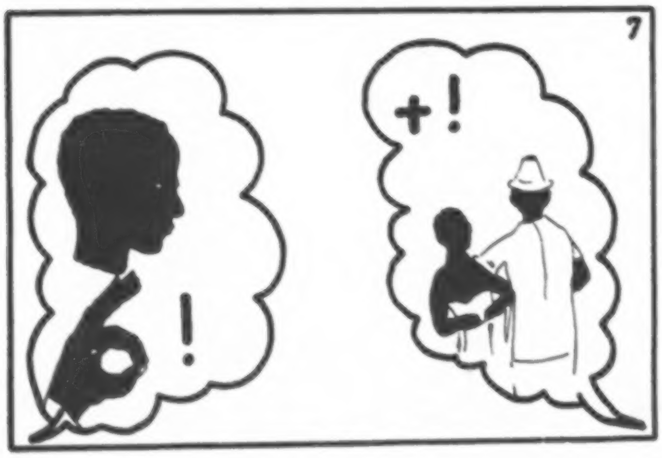
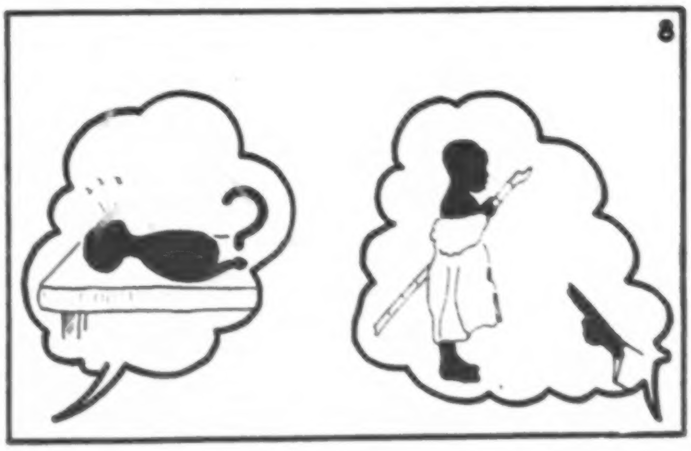
KISWAHILI







2nd PERIOD SWAHILI DIALOGUE LESSON 4

1. Ali anafanya kazi gani?
   Yeye ni mwalimu.

2. Sasa anafanya nini?
   Anasema na mgeni mrefu.

3. Mgeni anataka nini?
   Mgeni anatafuta kazi.

4. Anatafuta kazi gani?
   Yeye ni mwalimu vilevile.

5. Ni mwalimu mwema?
   Ndio, anafundisha Kiswahili.

6. Wapi mtoto mkubwa?
   Analima katika shamba.

7. Kweli, ni mtoto mwema.
   Ndio, anasaidia baba.

8. Mtoto mdogo analala sasa?
   La, anacheza pale.

Step 1.

1. Repetition Drill

a. Yeye ni mtu mbaya.
Yeye ni mtu mbaya.

mimi, mwalimu, baba, Mkikuyu, Mswahili, mama.

(Other adjectives can be substituted for mbaya.)

b. Mimi ninafundisha Kiswahili.
Mimi ninafundisha Kiswahili.

wewe, baba, mwalimu, mtoto, Ali, Mswahili.

c. Mtoto mrefu anasaidia baba.
Mtoto mrefu anasaidia baba.

mgeni, mwanafunzi, Mkikuyu, mtu, mwalimu.

(Other adjectives can be substituted for mrefu.)

d. Mwalimu mwema analala pale.
Mwalimu mwema analala pale.

mtoto, mwanafunzi, mgeni, Mswahili, mtu.

(Other adjectives can be substituted for mwema.)

2. Substitution Drill

a. Ali
---- anatafuta kazi.
Ali anatafuta kazi.

mimi, mtoto, baba, mgeni, mwalimu.

b. Mgeni
----- anasaidia baba shambani.
Mgeni anasaidia baba shambani.

mimi, wewe, mwanafunzi, mtoto, Mswahili.

c. Mimi
---- ninalima katika shamba.
Mimi ninalima katika shamba.

wewe, Mkikuyu, mwalimu, mama, mtoto.

d. Mtu
---- mbaya analala pale.
Mtu mbaya analala pale.

mgeni, mwalimu, Mkikuyu, mtoto, Mswahili.

e. Mtoto
----- mdogo anacheza.
Mtoto mdogo anacheza.

mwanafunzi, mwalimu, Mkikuyu, mgeni, Mswahili.

f. Baba
---- anafanya kazi vilevile.
Baba anafanya kazi vilevile.

mgeni, wewe, Ali, mimi, mwalimu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 4

Step 1. Sound production drills. 5-10 min. Phonological target elements re-enforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ali anafanya kazi?
2nd: Ndio, anafanya kazi.

mimi, wewe, mtoto, Mswahili, baba, mama.

b. 1st: Mama anatafuta nini?
2nd: Anatafuta kazi.

mgeni, mwalimu, wewe, Ali, baba.

c. 1st: Mtoto anasaidia mwalimu?
2nd: La, anasimama pale.

mimi, Ali, mwalimu, Mswahili, mama.

d. 1st: Wewe unalima?
2nd: La, ninacheza.

Ali, mtoto, baba, Mswahili, mimi.

e. 1st: Mimi ninacheza?
2nd: La, unafanya kazi.

wewe, wageni, baba, mtoto.

5th PERIOD RECOMBINATION DRILL LESSON 4

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ali anatafuta kazi?
Ndio, anatafuta kazi.

penda, taka, fanya.

b. Mtoto mwema analala?
Ndio, analala.

keti, simama, ingia.

c. Mgeni mrefu anasaidia baba?
Mgeni mrefu anasaidia baba.

mdogo, mbaya, wote, watatu, wazuri.

d. Mwanafunzi mkubwa analima?
Ndio, analima.

Wakikuyu, wageni, wazee, mtoto.

e. Hata wewe unafundisha?
Mimi ninafundisha vilevile.

Ninyi, hawa, sisi, Ali.

f. Huyu ni mwalimu mzuri?
La, ni mwalimu mbaya.

hawa, Waswahili, Wakikuyu, mgeni.

g. Wewe unalima shambani?
Ndio, ninalima shambani.

yeye, hawa, ninyi, Ali, wageni.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Ali ni mtu mwema. Yeye ni mwalimu na anafundisha Kiswahili. Sasa anasimama na anasema na mgeni. Mgeni ni mtu mwema vilevile. Yeye ni mwalimu Mkikuyu. Mwalimu mgeni huyu anatafuta kazi. Anataka kufundisha Kiswahili pia.

Mtoto mkubwa anasaidia baba. Kweli yeye ni mtoto mwema. Anafanya kazi katika shamba; analima shamba. Mtoto mkubwa ni mwanafunzi vilevile. Mtoto mdogo huyu anapenda kucheza, halafu analala.

Step 2. Questions based on the above narration:

Mkikuyu ni mgeni?
Anatafuta nini?
Ali anafanya kazi gani?
Ali ni mtu mwema au mbaya?
Ali ni mwalimu?
Anafundisha nini?
Ali anasema na nani?

Nani ni mtoto mwema?
Nani anasaidia baba?
Mtoto mdogo anacheza?
Mtoto mkubwa analima wapi?

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. a. The 'ch' sound as produced in the English words 'church', 'child', 'chum', 'much', is found similarly in Swahili in words like 'chai' and 'cheza'.

   b. The 'v' sound in Swahili is like in the English 'very', 'vim' or 'Vivian'. So far we have been introduced to this in the Swahili word 'vile-vile'.

   c. The 'l' is clearer and pronounced with the tip of the tongue more to the front of the mouth behind the upper teeth or gum ridge. In the English the 'l' is darker and pronounced with the tongue further back in the mouth. Watch this '

2. When a question word (interrogative) is used like nani? (who?), nini? (what?), wapi? (where?) or gani? (what kind?), then these draw the question intonation to themselves more forcefully than other words.

II. Language Structure

1. Nouns denoting living beings fall into two groups:

   a. The regular nouns have a prefix 'M' in the singular, and you will learn in the next lesson that this changes to 'WA' in the plural, e.g. Mtoto - Watoto.

   b. The irregular nouns for the most part, have no prefix and retain the same form, singular and plural, e.g. baba - baba.

III. Cultural Note

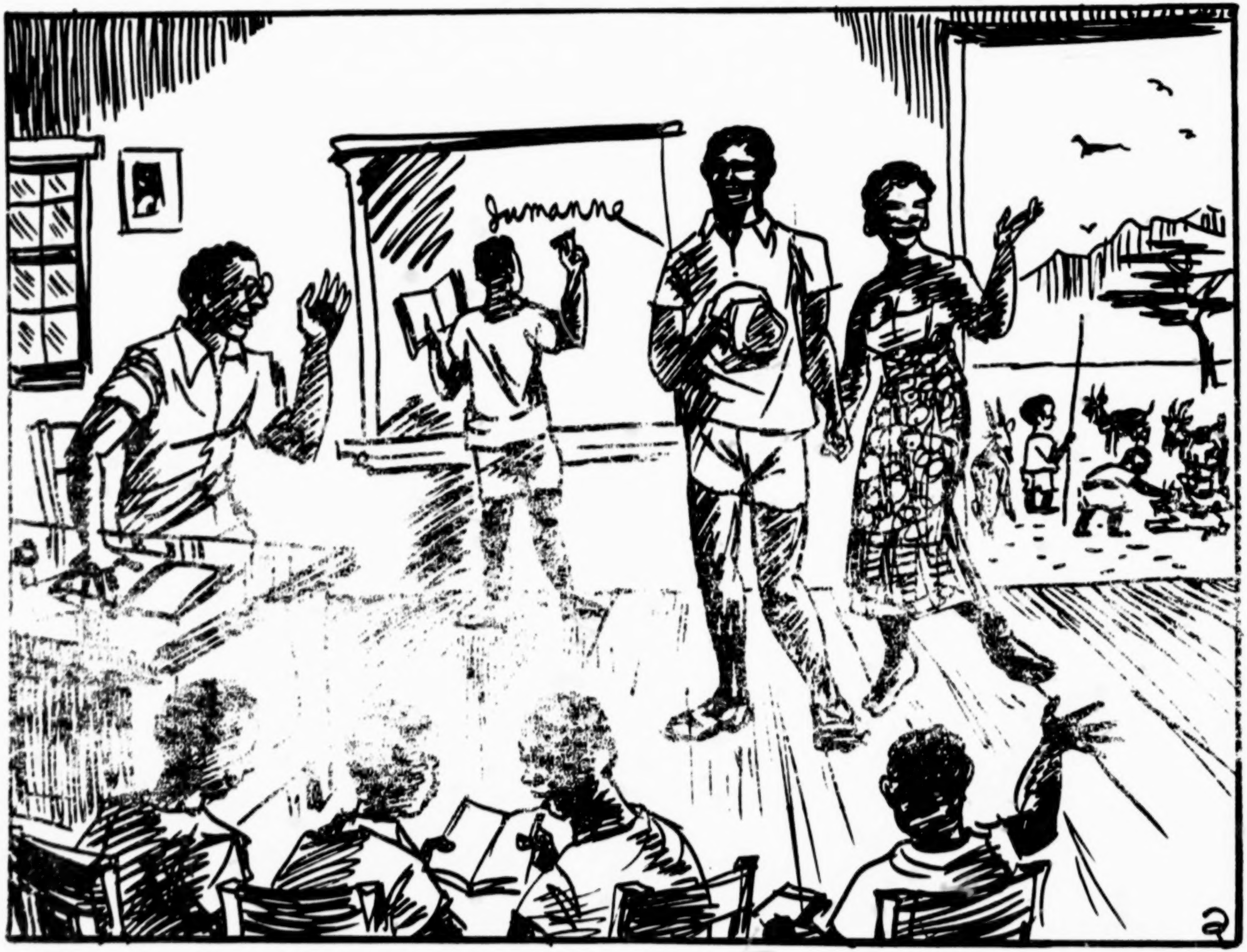
The situational setting depicts a son working in the field (small farm) of his father who is a teacher.

Africans from tribes which are settled on the land and are not herders of cattle like the Masai, find it very difficult to adjust to the concept that not everyone can be a landholder and work at a profession or trade as well. Consequently, a father's piece of land gets more and more subdivided generation after generation so that each son has his piece of land, regardless whether he is a farmer or not. With the increase of population, this creates land hunger. A teacher, craftsman, or factory worker living in the city still likes to maintain his hereditary ownership to a piece of land instead of getting a house or apartment and live in the city severing his connection with the land. This is a problem which future generations will have to work out for themselves.

SWAHILI 12 WEEKS COURSE

LESSON 5

LESSON 5



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The fronto-palatal /d'/ is different from English. Some students may not master this sound quickly. It is midway between a /ǰ/ (as in 'judge') and a /d/ (as in 'dial'). The nearest English equivalent would be as in 'duke' (dyuk) or a slang way of saying 'wudya' for 'would you'.

/d'/	jambo	/d'ámbo/
	anajifunza	/anad'ifúnza/
	Juma	/d'úma/
	moja	/mód'a/

Jambo, Juma!
Juma anajifunza.

2. Plural of M-WA class nouns.

a.

s.	pl.
mtu	watu
mtoto	watoto
mgeni	wageni
mwalimu	walimu
mwanafunzi	wanafunzi

b.

mtu mrefu	watu warefu
mtoto mdogo	watoto wadogo
mgeni mzuri	wageni wazuri
mwalimu mwema	walimu wema
mwanafunzi mkubwa	wanafunzi wakubwa

c.

mtu mmoja	watu wengi
mtoto mmoja	watoto wawili

mgeni mmoja	wageni watatu
mwalimu mmoja	walimu wanne
mwanafunzi mmoja	wanafunzi watano

d.

mtu mrefu mmoja	watu warefu wengi
mtoto mdogo mmoja	watoto wadogo wawili
mgeni mzuri mmoja	wageni wazuri watatu
mwalimu mwema mmoja	walimu wema wanne
mwanafunzi mkubwa mmoja	wanafunzi wakubwa watano

e.

Watu wangapi?	Watu wengi.
Watoto wangapi?	Watoto wawili.
Wageni wangapi?	Wageni watatu.
Walimu wangapi?	Walimu wanne.
Wanafunzi wangapi?	Wanafunzi watano.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Hello teacher!

   Hello Juma.

2. Are these students?

   Yes, they are good students.

3. What are they doing here?

   All are studying Swahili.

4. How many students do you teach?

   I teach five students.

5. I see four are sitting.

   True, that one is standing.

6. Are the small children sleeping?

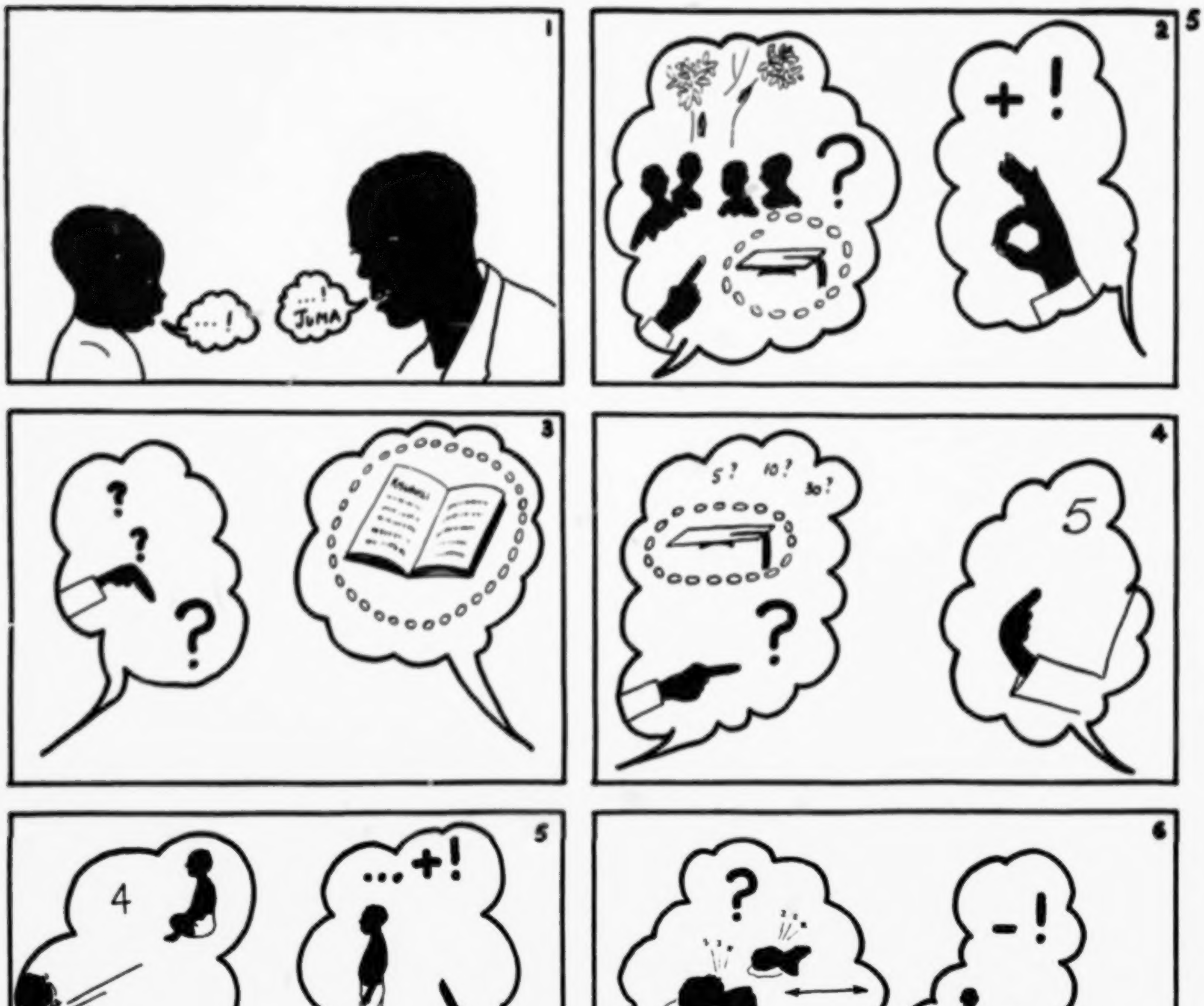
   No, they are watching the goats.

7. Are these large goats?

   Three are large.

8. Are two of them small?

   Yes, and they are looking for food.


1
...!
...! JUMA
2
5
?
+!
3
?
?
?
4
5? 10? 30?
?
5
5
4
...+!
6
?
-!
7
?
3
8
2
?
+!
2

1. Jambo, mwalimu.
   Jambo, Juma.

2. Hawa ni wanafunzi?
   Ndio, ni wanafunzi wazuri.

3. Wanafanya nini hapa?
   Wote wanajifunza Kiswahili.

4. Unafundisha wanafunzi wangapi?
   Ninafundisha wanafunzi watano.

5. Ninaona wanne wanaketi.
   Kweli, yule mmoja anasimama.

6. Watoto wadogo wanalala?
   La, wanatazama mbuzi.

7. Mbuzi hawa ni wakubwa?
   Watatu ni wakubwa.

8. Wawili ni wadogo?
   Ndio, na wanatafuta chakula.

Step 1.

1. Repetition Drill

a. Jambo, mwalimu !
Jambo, mwalimu !

Juma, mwanafunzi, mama.

b. Ali anafundisha wanafunzi watatu.
Ali anafundisha wanafunzi watatu.

mimi, wewe, mwalimu, baba, Mswahili.

(Certain other numerals can be substituted for 'tatu'.)

c. Wanafunzi hawa ni wazuri.
Wanafunzi hawa ni wazuri.

watoto, wageni, watu, Wakikuyu, Waswahili.

(Other adjectives can be substituted for 'wazuri'.)

d. Mimi ninaona watoto wanne.
Mimi ninaona watoto wanne.

wewe, yeye, Ali, Mkikuyu, walimu, wageni.

e. Walimu warefu wanasimama.
Walimu warefu wanasimama.

watoto, mgeni, wanafunzi, mtoto, Waswahili.

2. Substitution Drill

a. Watoto
------ wazuri wanalala.
Watoto wazuri wanalala.

walimu, Mswahili, wanafunzi, Mkikuyu, wageni.

b. Wanafunzi
--------- wadogo wanajifunza.
Wanafunzi wadogo wanajifunza.

mgeni, Mkikuyu, watoto, wanafunzi.

c. Mbuzi
----- huyu anatafuta chakula.
Mbuzi huyu anatafuta chakula.

wanafunzi, mwalimu, wageni, Waswahili.

d. wanafunzi.
Jambo, ---------.
Jambo, wanafunzi.

mtoto, Juma, baba, mwalimu.

e. wawili.
Ninafundisha wanafunzi ------.
Ninafundisha wanafunzi wawili.

-kubwa, -moja, -zuri, -nne, -tano, -tatu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 5

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Walimu wazuri wanafanya nini?
2nd: Walimu wazuri wanajifunza.

mgeni, Mswahili, wanafunzi, watoto.

b. 1st: Mtoto huyu ni mrefu?
2nd: Kweli, mtoto huyu ni mrefu.

wanafunzi, Wakikuyu, Mswahili, mgeni.

c. 1st: Mgeni mfupi analala pale?
2nd: La, mgeni mrefu analala pale.

mwalimu, mtoto, wanafunzi, Waswahili.

d. 1st: Wageni wanafundisha wanafunzi wema?
2nd: Ndio, wanafundisha wanafunzi wema.

mwalimu, Waswahili, Mkikuyu.

e. 1st: Watoto wawili ni wadogo?
2nd: Ndio, na wanatafuta chakula.

walimu, wageni, Mkikuyu, wanafunzi.

5th PERIOD RECOMBINATION DRILL LESSON 5

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mimi ni mtu mfupi?
Ndio, wewe ni mtu mfupi.

hawa, Wakikuyu, mgeni, mtoto, mama.

(Other adjectives can be substituted for 'mfupi'.)

b. Mwanafunzi huyu ni mrefu?
Ndio, ni mrefu sana.

walimu, wageni, mtu, Wakikuyu, Mswahili.

(Other adjectives can be substituted for 'mrefu'.)

c. Sisi tunajifunza nini?
Ninyi mnajifunza Kiswahili.

yeye, wewe, wageni, mtoto, walimu.

d. Watoto wale ni wazuri?
Ndio, ni wazuri.

walimu, Mswahili, mgeni, wanafunzi.

e. Mbuzi watatu wanalala?
La, wawili wanalala.

watoto, mgeni, watu, mwanafunzi.

f. Wakikuyu hawa ni wabaya?
La, ni Wakikuyu wema.

mtoto, Mswahili, wageni, wanafunzi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba na mama wanakwenda kusema na mwalimu. Jina la baba ni Juma, na mtoto wa Juma ni Ali. Ali ni mwanafunzi.

Mwalimu anafundisha wanafunzi watano. Wote ni wanafunzi wazuri, na wanajifunza sana. Wanafunzi hawa wanne wanaketi, na yule mmoja anasimama. Anajifunza na anasema Kiswahili. Mwalimu yule ni mkubwa na wanafunzi wale ni wadogo.

Sisi tunaona vilevile watoto wadogo sana. Watoto hawa wadogo wanatazama mbuzi watano. Mbuzi watatu ni wakubwa na wawili ni wadogo. Sasa wanatafuta chakula. Mbuzi wadogo wawili wanalala.

Step 2. Questions based on the above narration:

Wanafunzi wangapi wanajifunza?
Mwalimu yule ni mkubwa?
Nani anakwenda kusema na mwalimu?
Jina la mwanafunzi ni nani?

Jina la baba ni nani?
Wanafunzi wangapi wanasimama?
Mnaona mbuzi wangapi?
Mbuzi wanafanya nini?
Mbuzi wale wadogo wanalala?
Nani anatazama mbuzi?
Mbuzi wangapi ni wakubwa?
Na wangapi ni wadogo?
Wanafunzi wangapi wanaketi?

Step 3. Presentation of short narratives prepared by students.

I. In this lesson a new sound has been introduced which is similar to the pronunciation of 'duke' (dyuk), or 'wudya', for 'would you'. It is produced by pressing the front half of the tongue against the upper palate. It is a sound between 'j' as in 'judge', and the regular 'd' as in the word 'deed'. It will take a little practice for some to get this sound just right. Listen very carefully to your instructor as he uses it in such words as:-

Jambo	/d'ámbo/	(Hello)
jina	/d'ína/	(name)
Juma	/d'úma/	(Juma)
moja	/mód'a/	(one)

II. Language Structure

1. Nouns denoting living beings.

So far we have learned to use primarily nouns referring to people, e.g. mtu (person), mtoto (child) etc. You may have wondered how we express the plural, because 'mtu', 'mtoto', are in the singular. Here then we have a few guide lines.

a. A regular noun takes the prefix 'M' to indicate the singular. These are mostly original Bantu words. When the plural is to be indicated, then the singular prefix 'M' is dropped and the plural prefix 'WA' is substituted instead. This is a different way of indicating the plural than is the case in English where we use mostly endings (book, books; child, children) or change the word within (goose, geese; mouse, mice).

singular

m + tu > mtu
m + toto > mtoto
m + geni > mgeni
M + kikuyu > Mkikuyu
M + swahili > Mswahili

plural

wa + tu > watu
wa + toto > watoto
wa + geni > wageni
Wa + swahili > Waswahili
Wa + kikuyu > Wakikuyu

b. When a word of this group of nouns has a stem beginning with a vowel, then the prefix is modified and the 'M' becomes 'MW'. We learned to use this form with words like; mwalimu and mwanafunzi. The plural prefix again is 'WA', but the vowel 'a' from the prefix will combine with the initial vowel from the stem.

singular

mw + alimu > mwalimu
mw + anafunzi > mwanafunzi

plural

wa + alimu > walimu
wa + anafunzi > wanafunzi

c. Some nouns denoting people, and those referring to animals, do not have a variable prefix to indicate the singular or plural. The word stem is used as it is, in both the singular and the plural.

singular		plural	
baba	(father)	baba	(fathers)
mama	(mother)	mama	(mothers)
mbuzi	(goat)	mbuzi	(goats)

2. Adjectives

When adjectives are used with nouns denoting living beings, whether they be regular or irregular nouns, people or animals, they remain in harmony or agreement with the pattern of this group of nouns, and take the 'M' prefix in the singular and 'WA' in the plural.

mtu mkubwa	watu wakubwa
mtoto mdogo	watoto wadogo
mwalimu mrefu	walimu warefu
baba mrefu	baba warefu
mama mfupi	mama wafupi
mbuzi mbaya	mbuzi wabaya

3. The 'pointing out' words (demonstratives) which are used to point out living beings are:-

singular		**plural**	
huyu	(this)	hawa	(these)
yule	(that)	wale	(those)

mtoto huyu (this child)	watoto hawa (these children)
mtoto yule (that child)	watoto wale (those children)

4. The emphatic or independent pronouns have been presented in their singular form:-

mimi	(I)
wewe	(you, s.)
yeye	(he, she)

Note 'he, she' are expressed by the same word in Swahili.

We now present the plural forms:-

sisi	(we)
ninyi	(you, pl.)
wao	(they)

Note the short form counterparts which are used in verb formations.

mimi ninafanya
wewe unafanya
yeye anafanya
sisi tunafanya
ninyi mnafanya
wao wanafanya

Note: In such cases the independent form is not always used, except for emphasis.

III. Cultural Note

A small African rural or village school may have only 2 - 3 rooms going up to the equivalent of 4th grade. The children start learning Swahili when they come to school. All subjects are also taught in Swahili. Before that they used only their vernacular or tribal dialect.

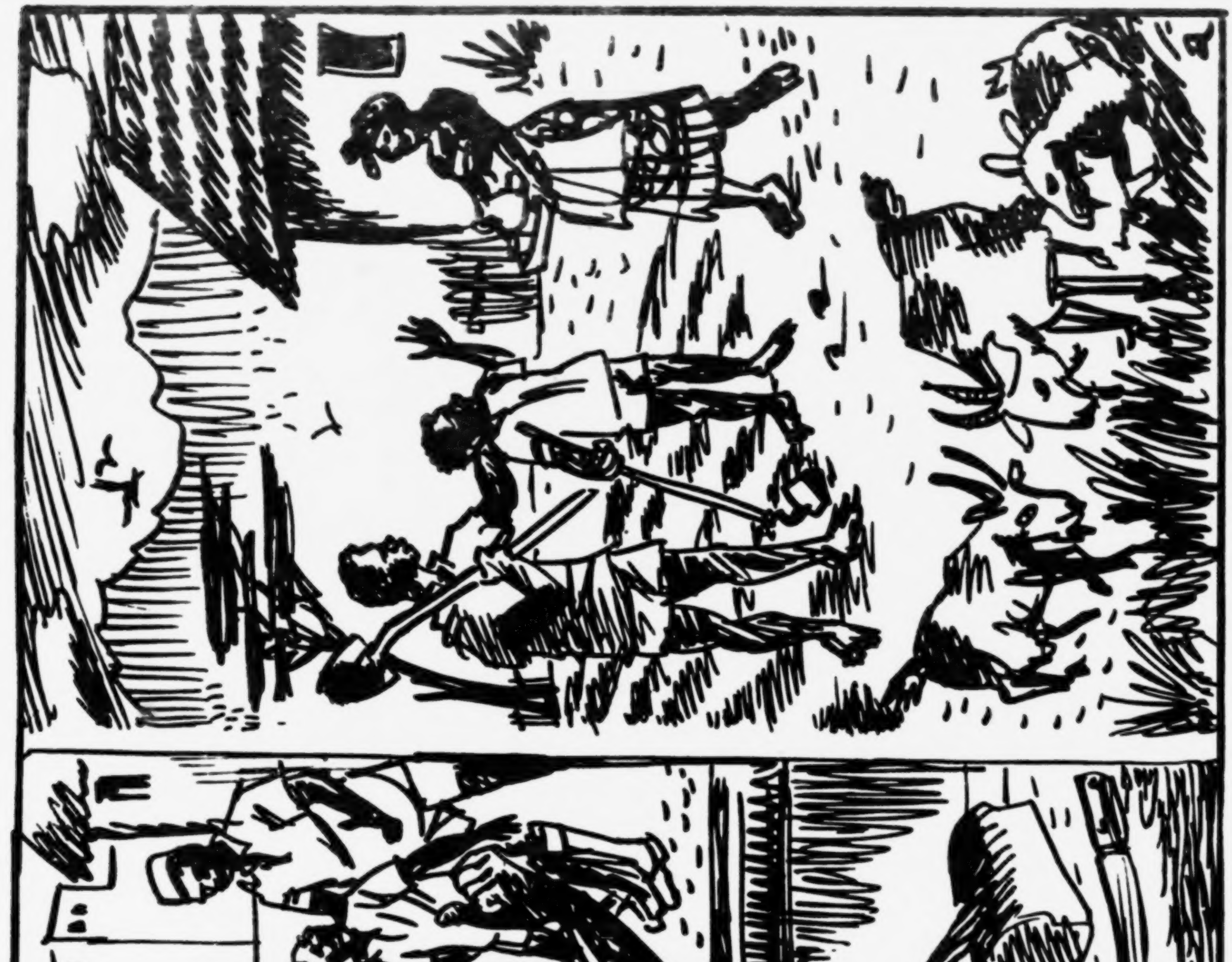
The school building is often built of mud and wattle poles and then white washed with lime.

It is the job of small boys to help look after the cows and goats as herd boys. For this reason parents are often reluctant to let all the boys go to school. Girls stay at home and help mother, and only a few get to go to school.

SWAHILI 12 WEEKS COURSE

LESSON 6

LESSON 6



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Re-enforcement of the /d'/ sound.

   a. Our list of words containing this sound (see Generalization, Lesson 5) has grown a little in this lesson. We now have the following:-

Jambo	/d'ámbo/	jirani	/d'iráni/
Juma	/d'úma/	kuja	/kúd'a/
jina	/d'ína/	mji	/ṃ́d'i/
jifunza	/d'ifúnza/	mjini	/md'íni/
moja	/mód'a/		

Drill

Jambo, Juma!	Jambo, jirani!
Jina lako ni Juma?	Jina langu ni Juma.
Juma, unajifunza?	Ninajifunza.
Jirani mmoja anakuja?	Ndio, jirani anakuja.
Jirani mmoja anajifunza mjini?	Ndio, jirani mmoja anakuja kujifunza mjini.
Ni mji mmoja mdogo?	Ni mji mdogo.

   b. The /n'/ and /n'w/ sounds. These sounds may occur initially, or within the word.

nyumba	/n'úmba/
fanya	/fán'a/
kunywa	/kún'wa/
nywa	/ṇ́'wa/

Drill

Unafanya nini?	Ninafanya kazi.
Unakaa wapi?	Ninakaa katika nyumba.
Unakunywa nini?	Ninakunywa chai.

2. Pattern Drills

mzee huyu
huyu ni mzee
huyu ni mtu mzee

wanacheka
watoto wanacheka
mama anacheka

Ninakunywa chai.
Wanakunywa chai vilevile?
Tunakunywa kahawa.

Unaona nini?
Ninaona mji.
Ninaona nyumba katika mji.

ninakaa
anakaa katika nyumba
unakaa hapa

anakuja
baba anakuja
Juma anakuja

Anakula.
Mtoto anakula nini?
Anakula mkate.

Anafurahi sana.
Watoto wanafurahi.
Jirani anafurahi?

3. Drills with demonstratives

a. The demonstrative follows a noun.

mtu huyu	watu hawa
baba huyu	baba hawa
mbuzi huyu	mbuzi hawa
mtoto yule	watoto wale
mama yule	mama wale
mbuzi yule	mbuzi wale

b. The demonstrative with "ni" precedes a noun.

huyu ni mtu	hawa ni watu
huyu ni baba	hawa ni baba
huyu ni mbuzi	hawa ni mbuzi
yule ni mtoto	wale ni watoto
yule ni mama	wale ni mama
yule ni mbuzi	wale ni mbuzi

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 6

1. Who is that old man?
That old man is Juma.

2. Whom does he bring here?
He is bringing a small child, Ali.

3. Whom do they want to see?
They want to see the teacher.

4. Where does the teacher stay?
He stays in a house.

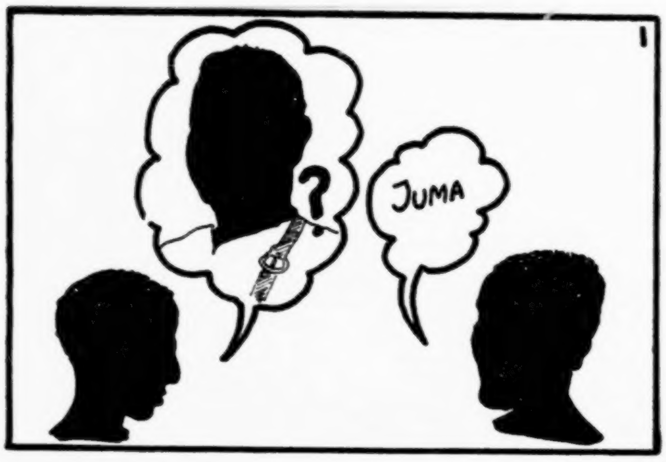
5. Now the teacher is coming out.
Yes, and he is laughing.

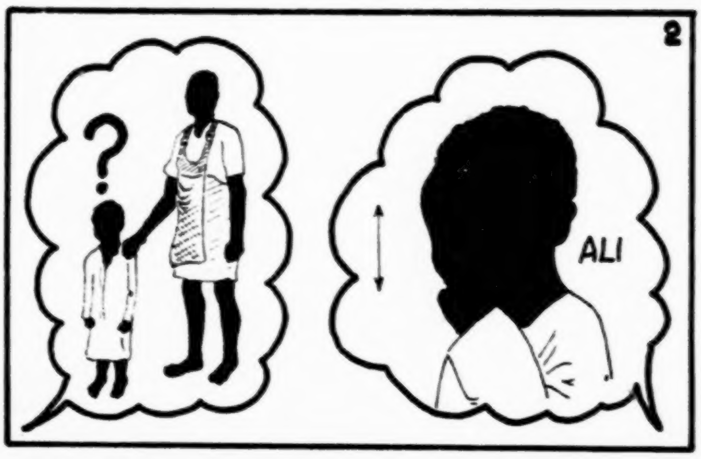
6. Why is he laughing?
He is glad to see the visitors.

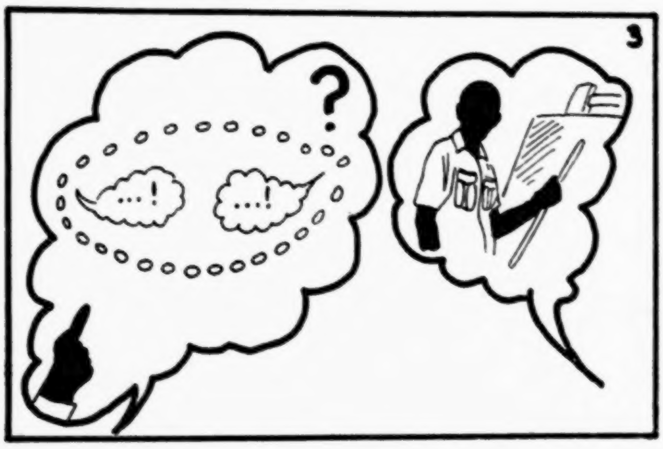
7. Are these visitors neighbors?
Yes, they live here.

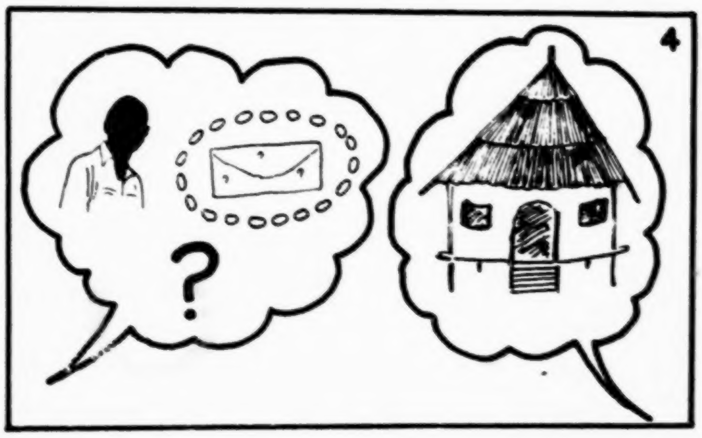
8. Juma is a tall old man.
But Ali is short.

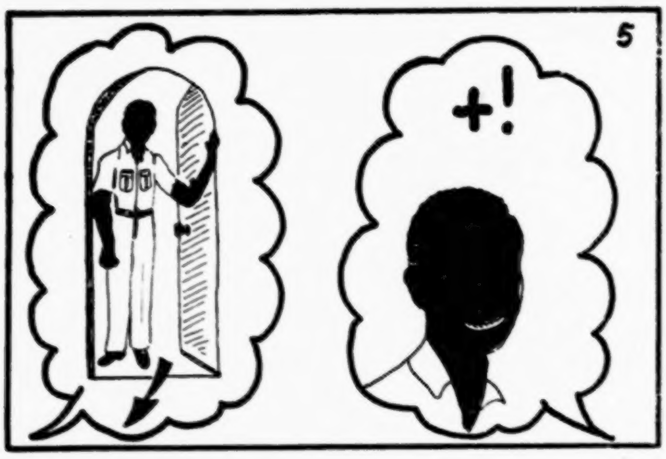
6

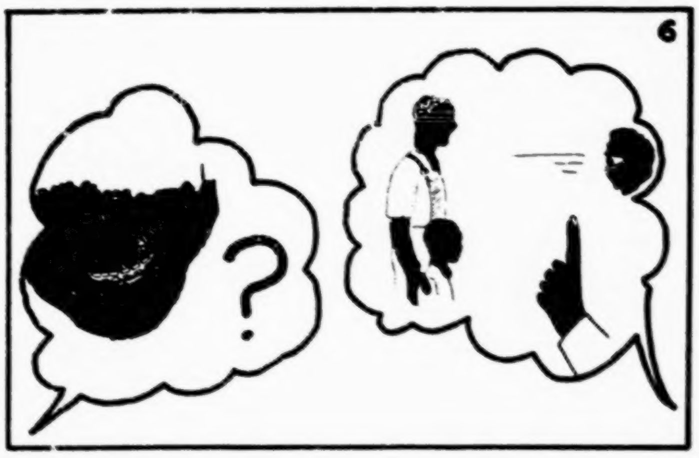


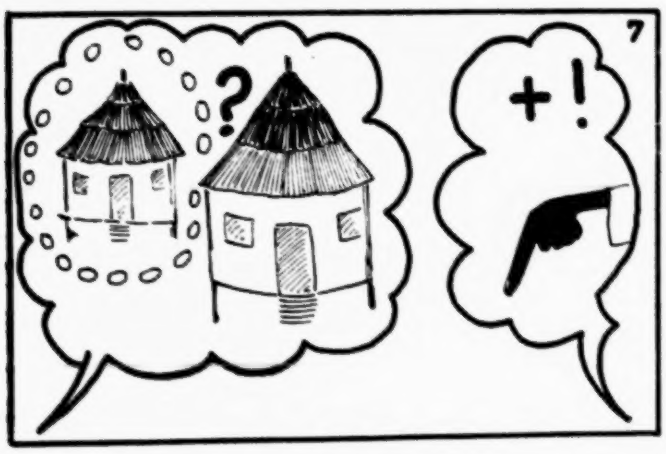


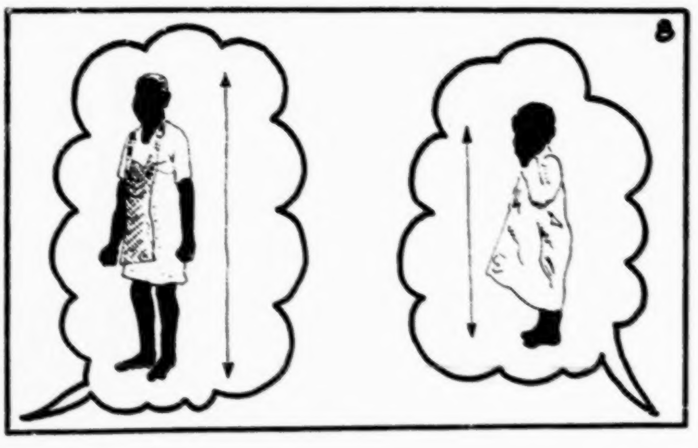












SWAHILI DIALOGUE

1. Mzee yule ni nani?
   Mzee yule ni Juma.

2. Analeta nani hapa?
   Analeta mtoto mdogo, Ali.

3. Wanataka kuona nani?
   Wanataka kuona mwalimu.

4. Mwalimu anakaa wapi?
   Anakaa katika nyumba.

5. Sasa mwalimu anatoka.
   Ndio, na anacheka.

6. Kwa nini anacheka?
   Anafurahi kuona wageni.

7. Wageni hawa ni jirani?
   Ndio, wanakaa hapa.

8. Juma ni mzee mrefu.
   Lakini Ali ni mfupi.

Step 1.

1. Repetition Drill

a. Mwalimu anapenda jirani.
Mwalimu anapenda jirani.

watoto, wageni, Mswahili, Ali, wanafunzi.

b. Wazee warefu wanakuja.
Wazee warefu wanakuja.

mtoto, Mswahili, Wakikuyu, watu, wageni.

c. Wageni hawa ni wema.
Wageni hawa ni wema.

mgeni, mwanafunzi, walimu, watu.

d. Jirani wema wanatazama mwalimu.
Jirani wema wanatazama mwalimu.

watoto, mwanafunzi, Wakikuyu, Mswahili.

e. Watoto wawili wanakwenda skuli.
Watoto wawili wanakwenda skuli.

mtoto, wanafunzi, mwalimu, wageni.

f. Waswahili hawa wanakunywa kahawa.
Waswahili hawa wanakunywa kahawa.

mtoto, Mkikuyu, wageni.

2. Substitution Drill

a. Mtoto
----- mbaya anakunywa chai.
Mtoto mbaya anakunywa chai.

wageni, wanafunzi, wazee, Mkikuyu.

b. Wanafunzi
--------- wema wanarudi hapa.
Wanafunzi wema wanarudi hapa.

mtoto, mwalimu, Wakikuyu, Waswahili.

c. Mimi
---- ninataka kunywa kahawa.
Mimi ninataka kunywa kahawa.

wewe, sisi, ninyi, wageni, mwalimu.

d. Mwanafunzi
---------- mdogo anacheka.
Mwanafunzi mdogo anacheka.

Mswahili, Wakikuyu, mgeni, mtoto, Waswahili.

e. Mkikuyu
------- huyu anakaa mjini.
Mkikuyu huyu anakaa mjini.

Waswahili, watoto, mgeni, mzee.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 6

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wageni hawa ni warefu?
2nd: La, ni wafupi sana.

jirani, mtu, wanafunzi, mtoto, wazee.

b. 1st: Wazee wabaya wanakaa wapi?
2nd: Wanakaa pale.

mwanafunzi, Wakikuyu, mtoto, mzee, wageni.

c. 1st: Mgeni mdogo anafanya nini?
2nd: Anarudi nyumbani.

mtoto, wanafunzi, walimu, watoto.

d. 1st: Baba anatazama nani?
2nd: Anatazama watoto.

mama, wewe, ninyi, sisi, mgeni, walimu.

e. 1st: Ali anakwenda kujifunza?
2nd: Ndio, Ali anakwenda kujifunza.

mimi, wewe, yeye, ninyi, hawa, wageni.

5th PERIOD RECOMBINATION DRILL LESSON 6

Note: If facilities are available this period can be scheduled for a language lab session.

a. Yule ni mzee mrefu?
La, ni mzee mrefu.

huyu, hawa, Ali.

(Other adjectives can be substituted for 'mrefu'.)

b. Kwa nini jirani wanafurahi?
Wanafurahi kusaidia mwalimu.

mtoto, wageni, mzee, walimu, mwanafunzi.

c. Mkikuyu analeta watu wangapi?
Analeta watu watatu.

wageni, Mswahili, baba, wanafunzi, wazee.

d. Mwalimu anakaa mjini?
Ndio, anakaa mjini.

mwanafunzi, wewe, ninyi, sisi, hawa, wazee.

e. Wewe unapenda kunywa nini?
Ninapenda kunywa kahawa.

ninyi, baba, wageni, yeye, mzee.

f. Wamasai wanatoka shambani?
Ndio, wanatoka shambani.

wageni, mtoto, Ali, wazee, Mkikuyu.

g. Ninyi ni watu wabaya?
La, sisi si watu wabaya.

hawa, wewe, Ali, mimi, Waswahili.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mtu yule ni mwalimu mwema. Anafundisha wanafunzi watano, na wote wanasema Kiswahili. Sasa mwalimu anafurahi na anacheka. Anakaa katika nyumba mjini. Anaona jirani anakuja na mtoto Ali vilevile. Anakwenda kwa mama na anasema: "Tengeneza chai, Juma anakuja. Juma anapenda kunywa chai. Ali ni mtoto mkubwa, yeye ni mwanafunzi, na anapenda kula mkate".

Juma ni jirani na anakaa katika shamba. Analima shamba na Ali anasaidia baba kulima. Mama analeta chakula kwa baba katika shamba. Wao ni wazee sasa. Katika shamba tunaona mbuzi watatu; wawili wanatafuta chakula na mmoja analala.

Step 2. Questions based on the above narration:

Nani anatengeneza chai?
Nani anakuja kusema na mwalimu?
Mwalimu anakaa wapi?
Anafurahi sasa?

Nani mtu mwema?
Wanafunzi wangapi wanasema Kiswahili?
Mzee, jina lake nani?
Mtoto wa mzee ni nani?

Mzee yule anafanya kazi gani?
Mzee anakaa wapi?
Nani anasaidia baba kulima?
Tunaona nini katika shamba?
Mbuzi wangapi wanalala?
Wangapi wanatafuta chakula?
Mama analeta nini shambani?

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. In the preceding lesson we introduced you to the /d'/ sound as it occurs in words like:-

   jambo
   Juma
   jina
   jifunza
   jirani

   moja
   kuja
   mji
   mjini

   As this is a sound which occurs quite frequently, study the Generalization again in Lesson 5 and make sure that you are getting this sound correctly.

2. The 'ny' sound which we may find to be similar to a word like 'canyon' or 'señorita' may occur at the beginning of a word in Swahili. This is not the case in English. So far we have had one Swahili word, 'nyumba', to illustrate this. There will be more to come. We introduced you to this sound already in Lesson 3, and we find it in the middle of words like 'fanya' and 'kunywa'.

II. Language Structure (Demonstratives)

1. a. You will be interested to learn about the unusual and systematic way in which the demonstratives are formed. Let's look at those which point out living beings.

s.	huyu	(this)	yule	(that)
pl.	hawa	(these)	wale	(those)

   b. Notice that in the first pair; 'huyu', 'hawa', the words begin with an 'h'.

This 'h' represents nearness, and to this one can add the subject prefix or pronoun to indicate the singular or plural. Thus we get:

h + yu > huyu
h + wa > hawa

Because 'hyu' and 'hwa' are not easily pronounceable, the vowel sound of the subject prefix slips back between the h and the pronoun to form a pleasing connecting link and easily pronounceable words: huyu, hawa.

c. The words in the second pair 'yule', 'wale' end in 'le'. This ending denotes distance. Thus the pronoun plus 'le' produce:

yu + le > yule
wa + le > wale

Remember then:

'h' for nearness plus pronoun: huyu, hawa (this, these).

'le' for distance preceded by the pronoun: yule, wale (that, those).

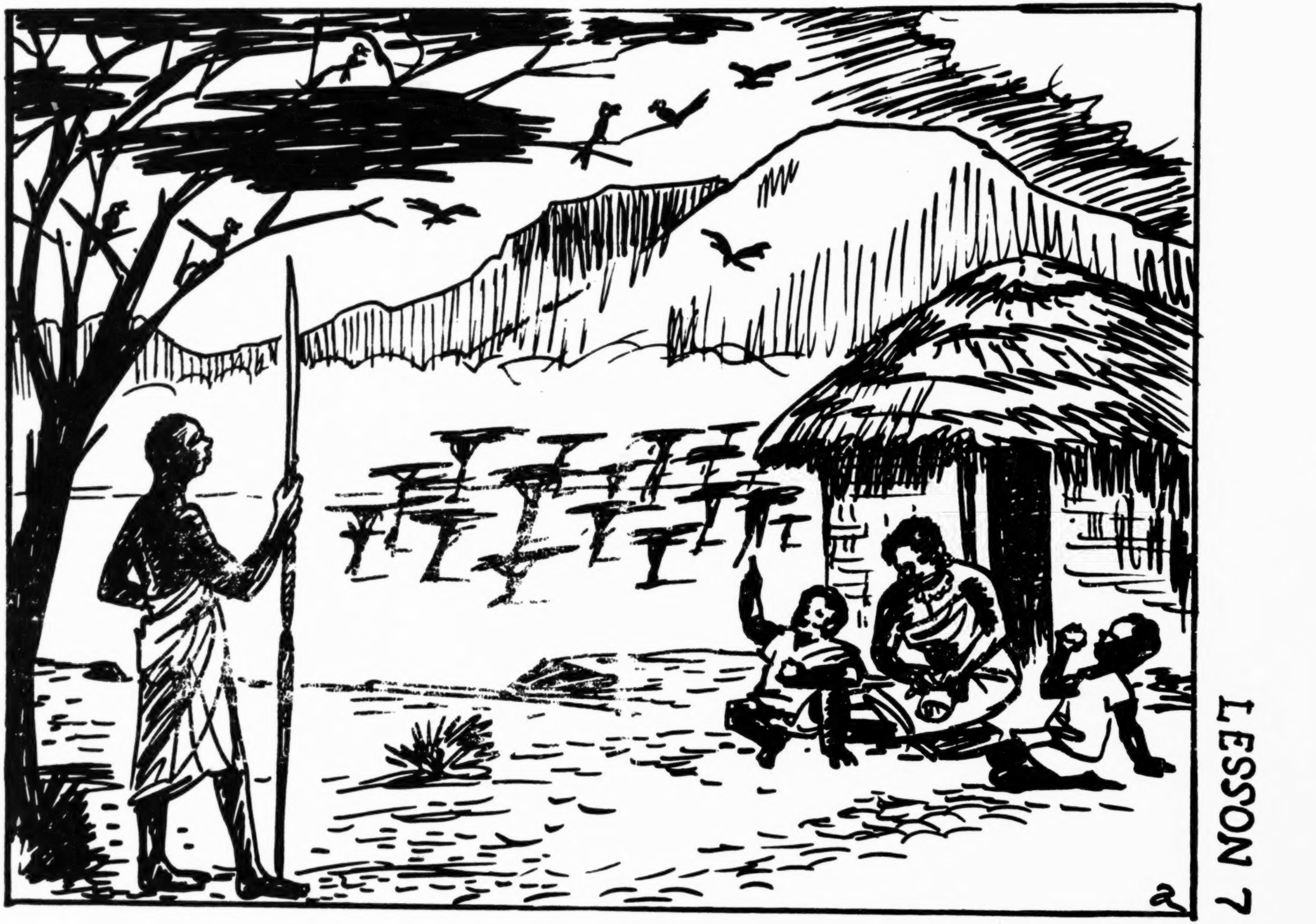
III. Cultural Note

The African village teacher is often one of the leading personalties of his village or community. He is trying to bring literacy and education into a community which often is quite primitive. The village teacher who is entitled to teach grades 1-4 usually does not have more than 6th or 8th grade education himself, followed by a year at a Teacher Training Center. Nevertheless, he represents the first important step in the process of enlightment and education for African people.

SWAHILI 12 WEEKS COURSE

LESSON 7

LESSON 7



1st PERIOD PERCEPTION DRILL LESSON 7

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. a. The stressed syllabic /m/ is introduced again for reinforcement. So far it has occurred only in two words:

mti	/ṃ́ti/	(tree)
mtu	/ṃ́tu/	(person)

Drill using these words:-

mtu mzuri
mti mrefu
mtu anasimama
chini ya mti
mtu si mti

b. Drill on the initial /nd/.

ndio
ndio, ninaona ndege
ndege ni mdogo
ndege ni ndani ya msitu

2. Drills

a. Singular nouns of the Mi class (pronunciation).

mti	/ṃ́ti/
mkono	/mkóno/
mguu	/mgúu/
mkuki	/mkúki/
mlima	/mlíma/
msitu	/msítu/
mkate	/mkáte/
mlango	/mláŋgo/

b. Mi class nouns with adjectives.

mkono mfupi
mguu mrefu
mti mdogo
mkate mzuri
mkuki mkali
mlima mkubwa
msitu mbaya
mlango mdogo

Note: Nouns and adjectives can be re-combined for further repetition drills.

c. Mi class nouns with prepositions and demonstratives. Attention to be given to the correct stress. See note on prepositions.*

chini ya mti huu	/číni ya ṃ́ti húu/
juu ya mti ule	/d'úu ya ṃ́ti úle/
karibu na mlango huu	/karíbu na mlángo húu/
ndani ya msitu ule	/ndáni ya msítu úle/
pamoja na mkuki huu	/pamód'a na mkúki húu/

Note: Other nouns and demonstratives may be substituted.

* Note that 'chini', 'juu', and 'ndani', are followed by a possessive particle 'ya' (of). The words 'karibu' and 'pamoja' are followed by 'na' (with). These particles are unstressed.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Where is father?
He is standing under that tree.

2. What is father holding?
He is holding a spear with one hand.

3. Is this spear sharp?
It is a very sharp spear.

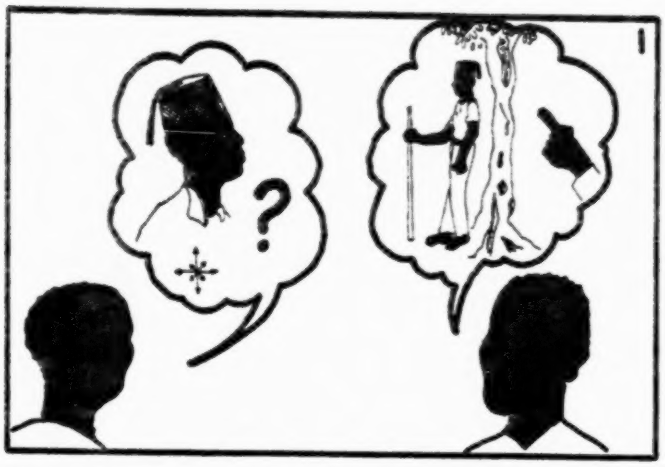
4. Is he looking at a big mountain?
Yes, and he also sees the forest.

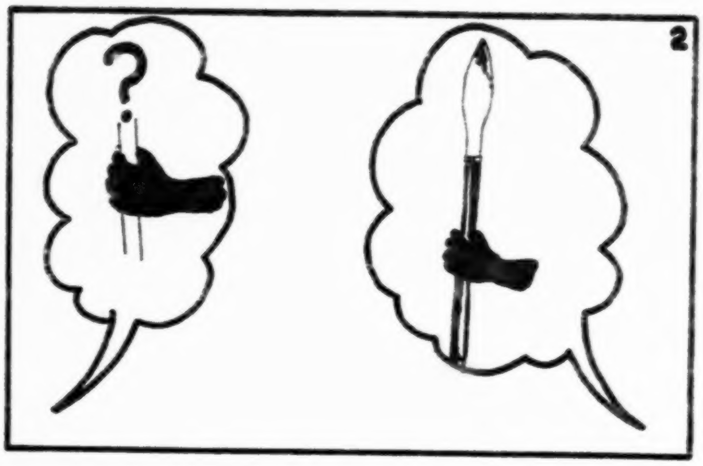
5. Is that a tall tree?
Yes, it is a very tall tree.

6. Where do the birds stay?
They live on top of that tree.

7. Mother is sitting near the door.
That door is small.

8. Is the child near by?
Yes, and he is eating good bread.





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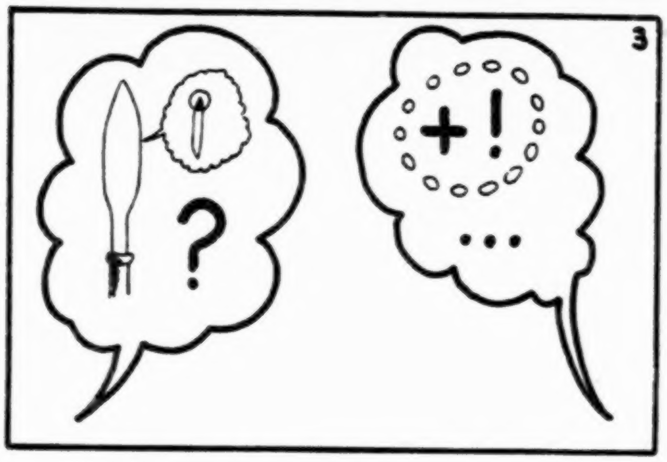
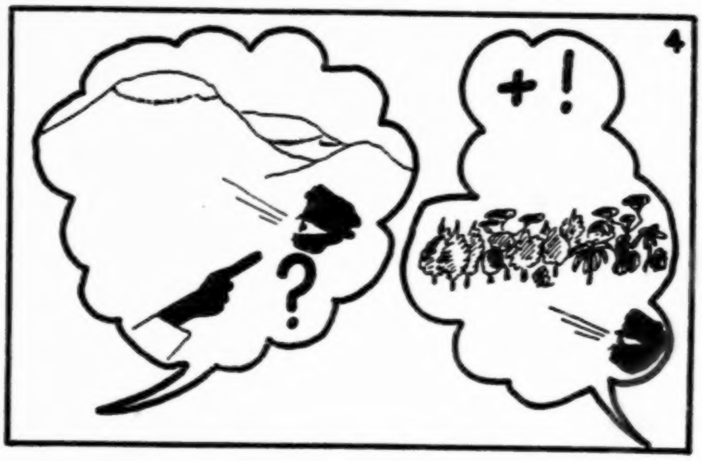
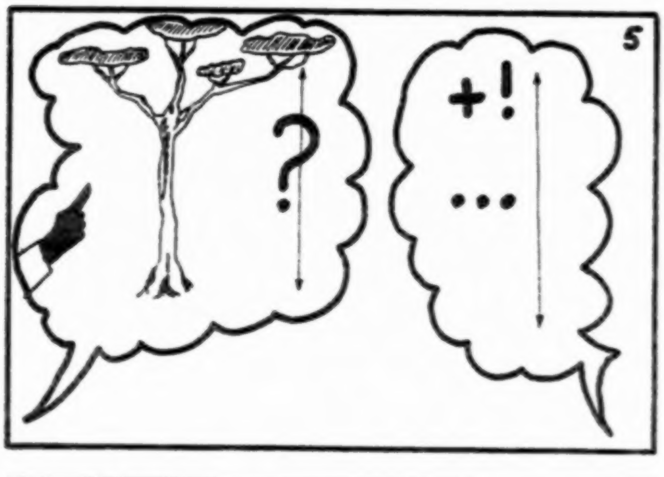
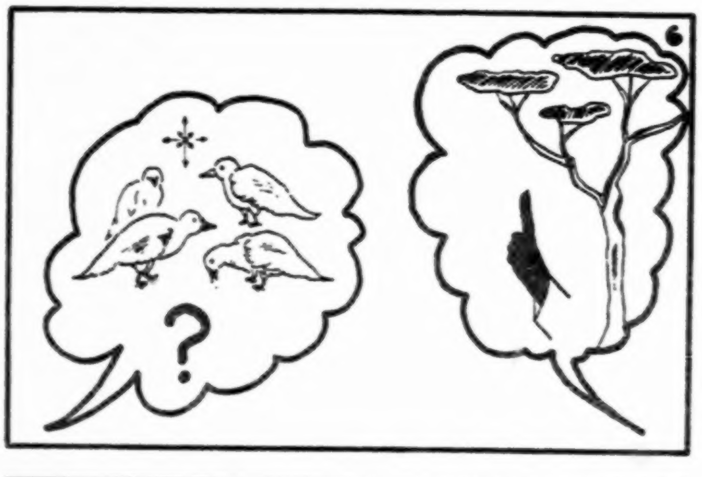
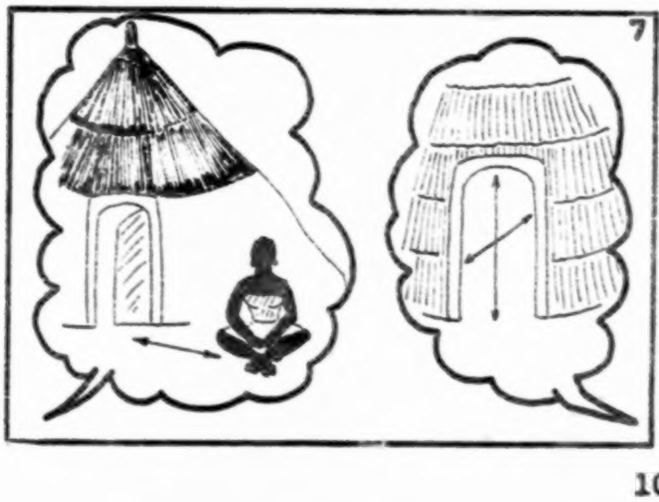
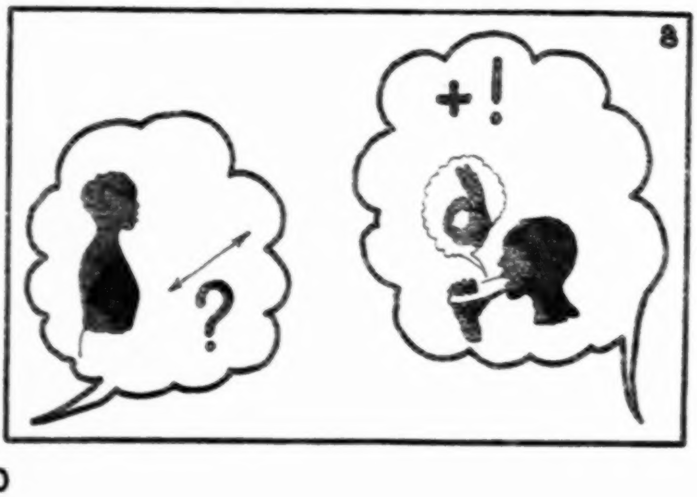












2nd PERIOD SWAHILI DIALOGUE LESSON 7

1. Wapi baba?
   Anasimama chini ya mti ule.

2. Baba anashika nini?
   Anashika mkuki kwa mkono mmoja.

3. Mkuki huu ni mkali?
   Ni mkuki mkali sana.

4. Anatazama mlima mkubwa?
   Ndio, na anaona msitu vilevile.

5. Mti ule ni mrefu?
   Ndio, ni mti mrefu sana.

6. Ndege wanakaa wapi?
   Wanakaa juu ya mti ule.

7. Mama anaketi karibu na mlango.
   Mlango ule ni mdogo.

8. Mtoto anakaa karibu?
   Ndio, na anakula mkate mzuri.

Step 1.

1. Repetition Drill

a. Mimi ninaona mti mrefu.
Mimi ninaona mti mrefu.

wewe, yeye, ninyi, walimu, mgeni.

b. Walimu wanatazama mlima mkubwa.
Walimu wanatazama mlima mkubwa.

mimi, wanafunzi, mtoto, ninyi, mwalimu.

c. Juma analeta mkuki mkali.
Juma analeta mkuki mkali.

ninyi, mimi, wanafunzi, Mkikuyu, Wamasai.

d. Mtoto anakula mkate mzuri.
Mtoto anakula mkate mzuri.

walimu, mimi, wewe, ninyi, mwanafunzi.

e. Mimi ninafunga mlango mkubwa.
Mimi ninafunga mlango mkubwa.

wewe, Ali, watoto, mwalimu, Waswahili.

f. Mtoto anacheza chini ya mti.
Mtoto anacheza chini ya mti.

wanafunzi, mimi, yeye, wewe, ninyi.

2. Substitution Drill

a. Mtoto
----- anaona mti mkubwa.
Mtoto anaona mti mkubwa.

walimu, mimi, ninyi, mzee, wewe.

b. Sisi
---- tunaleta mkate mzuri.
Sisi tunaleta mkate mzuri.

walimu, watoto, wewe, mwanafunzi.

(Other adjectives can be substituted for 'mzuri'.)

c. Mimi
---- ninataka mkate mdogo.
Mimi ninataka mkate mdogo.

Juma, wewe, ninyi, sisi, watoto.

(Other adjectives can be substituted for 'mdogo'.)

d. Mgeni
----- anaketi karibu na mlango.
Mgeni anaketi karibu na mlango.

sisi, watoto, Juma, wazee, wewe.

e. Watoto
------ wanacheza chini ya mti.
Watoto wanacheza chini ya mti.

mwanafunzi, Juma, sisi, ninyi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 7

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hii ni miti mirefu?
2nd: Ndio, ni miti mirefu.

watoto, mwanafunzi, mikuki.

b. 1st: Mtoto huyu anatazama nini?
2nd: Anatazama mlango mkubwa.

Waswahili, mwanafunzi, wageni.

c. 1st: Milango ile ni mfupi?
2nd: La, ile ni milango mirefu.

mkuki, milima, mti, watoto, mwalimu.

d. 1st: Watoto wanalala wapi?
2nd: Wanalala chini ya mti ule.

wanafunzi, mgeni, Mswahili.

e. 1st: Baba anaketi karibu na mlango?
2nd: Ndio, baba anaketi karibu na mlango.

wageni, ninyi, mimi, wewe.

5th PERIOD RECOMBINATION DRILL LESSON 7

Note: If facilities are available this period can be scheduled for a language lab session.

a. Juma anakaa wapi?
Anakaa chini ya mlima ule.

ndege (pl), mama, Wakikuyu, mgeni.

b. Baba anaketi wapi?
Anaketi karibu na mlango.

mtoto, walimu, wageni, mwanafunzi.

c. Mtoto anakula nini?
Anakula mkate mzuri.

ninyi, mimi, wageni, wewe.

d. Mkuki huu ni mrefu?
Ndio, ni mkuki mrefu sana.

mikuki, mlima, miti, mlango.

e. Wapi wageni?
Wanasimama karibu na nyumba.

mgeni, Ali, walimu, Waswahili, Mkikuyu.

f. Walimu wanafundisha wapi?
Wanafundisha ndani ya nyumba.

mwalimu, mgeni, Waswahili, wewe, ninyi.

g. Wewe unataka nini?
Ninataka mkuki mrefu.

ninyi, Ali, sisi, wageni.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba anasimama chini ya mti ule. Mti ule ni mkubwa sana na ndege wanakaa katika mti. Baba anashika mkuki kwa mkono mmoja. Mkuki ule ni mkali sana. Anaona miti mirefu mingi chini ya milima ile. Milima ile ni mikubwa sana. Miti mingi hii inafanya msitu mkubwa. Nyumba ya watu hawa ni karibu, na mama anaketi karibu na mlango. Huu ni mlango mdogo. Watoto wawili wanaketi pamoja na mama. Wanakula mkate na wanatazama ndege juu ya mti. Watoto wale wanafurahi na sasa wanataka kucheza.

Step 2. Questions based on the above narration:

Nani anaketi?
Mlango ni mkubwa?
Watoto wanatazama nini?
Nani anataka kucheza?
Baba anaona nini?
Anashika nini?
Baba anasimama wapi?
Nani anakaa katika mti mkubwa?
Nini ni mkali?
Nini ni chini ya milima?
Miti mingi inafanya msitu?
Mama anafanya nini?
Watoto wanakula nini?

Step 3. Presentation of short narratives prepared by students.

I. 1. The stressed syllabic /m/ is introduced again with a new word 'mti' /ṃ́ti/. Thus you have learned:

ṃ́tu (person)

ṃ́ti (tree)

Practice these words in combination with others.

Ninaona mtu na mti.	(I see a person and a tree)
Mtu mkubwa.	(a big person)
Mti mrefu.	(a tall tree)
Mtu anaketi chini ya mti.	(a person is sitting under the tree)

2. Make note also of the initial /nd/ which appears in words like:

ndio (yes)
ndege (bird)
ndani (inside)

You dwell on the /n/ sound a little and then release with the voiced stop /d/. The tip of the tongue is in the same position for both sounds. It is the same sound really like in the English word 'bend', only instead of appearing at the end of a word, in Swahili many words start out with this pre-nasalized /d/.

II. Cultural note

In the dialogue mention is made of the man holding a spear. Most of the Africans still hunt this old fashioned way, and others use bow and arrows. The Masai tribe in particular, is very adept in handling the spear and will kill a lion by spearing it.

III. Language Structure (M-MI Class)

1. When nouns have a singular prefix 'm', but they do not denote living beings, then instead of using a plural prefix 'wa' a new plural prefix 'mi' is used.

In this lesson you have been introduced to this new group of nouns which have 'm' in the singular, and 'mi' in the plural.

singular	plural
mkuki	mikuki
mti	miti
mlima	milima
mkono	mikono
mguu	miguu
msitu	misitu
mkate	mikate

2. The pronouns are reduced to two in number since these inanimate things are unable to talk but we can talk about them by referring to them by 'it' or 'they'. The corresponding pronouns for this class in Swahili are:-

singular	plural
u (it)	i (they)

Mti unasimama.	(The tree, it is standing)
Miti inasimama.	(The trees, they are standing)

3. The demonstratives are formed on the same pattern as discussed in the previous lesson.

s. h (nearness) + 'u' > huu (this)
pl. h (nearness) + 'i' > hii (these)

s. 'u' + 'le' (distance) > ule (that)
pl. 'i' + 'le' (distance) > ile (those)

Examples:-

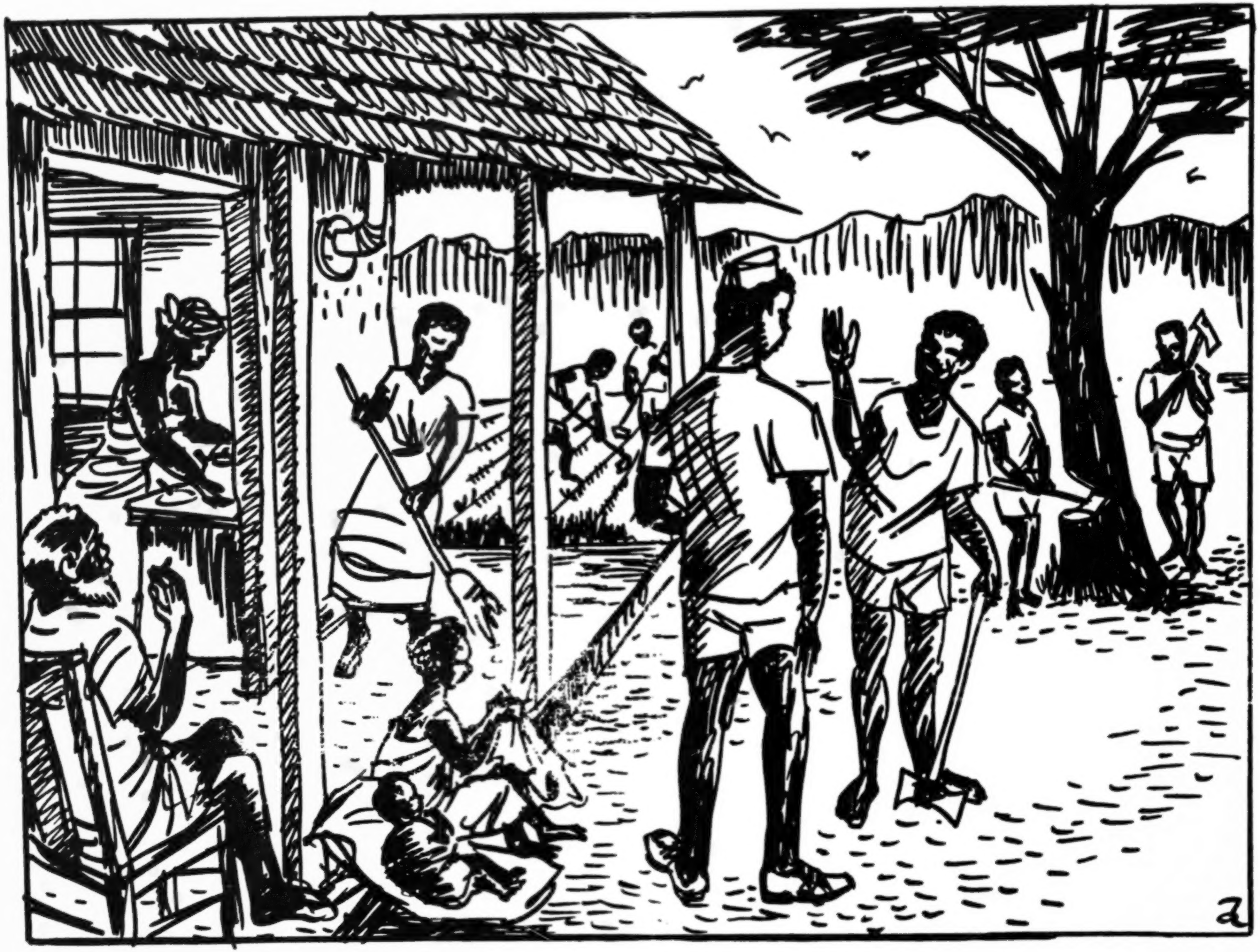
s.	mti huu	(this tree)
	mti ule	(that tree)
pl.	miti hii	(these trees)
	miti ile	(those trees)

The plurals of this M-Mi class will be applied more fully in Lesson 9.

SWAHILI 12 WEEKS COURSE

LESSON 8

LESSON 8



1st PERIOD　　PERCEPTION DRILL　　LESSON 8

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Reinforcement of the rolled /r/ sound. (Refer to Lesson 3 under Perception Drill) Herewith words for practice:

/r/
habari
rafiki
sigara
karibu
rudi

furahi
mzuri
jirani
kwa heri
mrefu

Habari, rafiki!
Karibu, wewe ni jirani.
Hapa sigara mzuri.
Ninakaa karibu na jirani.
Jirani anarudi.
Rafiki anafurahi.
Kwa heri, rafiki.

2. The question particle 'je' /d'e/.

This is an idiomatic expression used with questions. It either introduces a question, or ends a question, or both. There is no English equivalent for this.

Unafanya nini?	(What are you doing?)
Je, unafanya nini?	(Say, what are you doing?)
Mama, je?	(What about Mother?)

Je, wapi Ali?
Je, anakwenda wapi?
Je, anasema nini?
Je, unapenda kahawa?

Baba anasimama.
Na mama, je? Anaketi.

Ali anasafisha mikono.
Na Salimu, je? Yeye anajifunza.

Baba na mama wanafanya kazi.
Na watoto, je? Wanacheza.

3. The present tense of the verb 'to have' is formed by adding 'na' (with) to the short pronouns.

nina	(I have)
una	(you have)
ana	(he, she has)

Nina mfuko?	Ndio, una mfuko.
Una mkate?	Ndio, nina mkate.
Ana kazi?	Ndio, ana kazi.

Mimi nina chai.
Wewe una kahawa.
Yeye ana mkate.
Juma ana mtoto.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. What's the news, friend?
   Thanks, fine.

2. How many brothers do you have?
   I have two brothers.

3. Are they working?
   Yes, they're cutting that tree.

4. Do you also have sisters?
   I have three sisters.

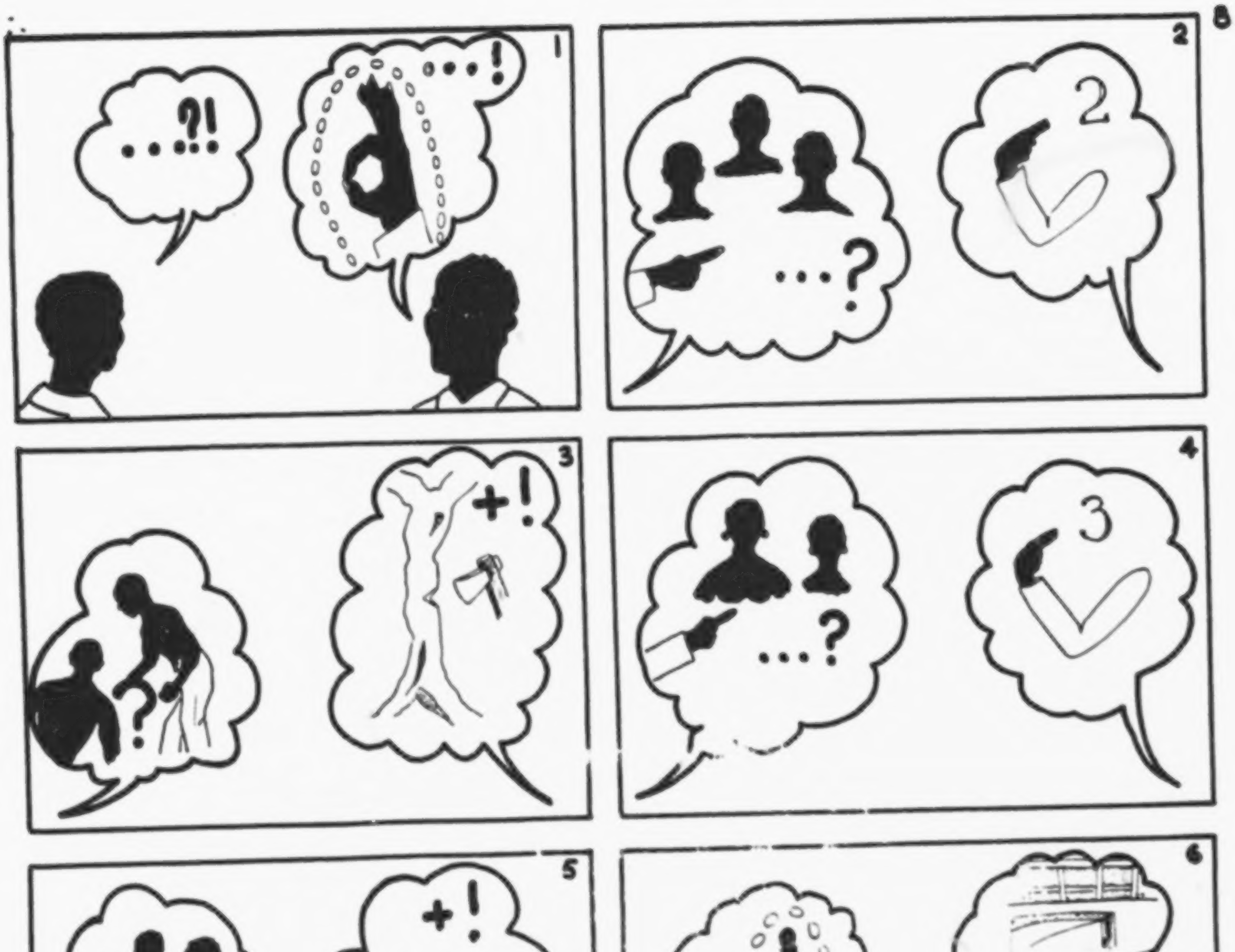
5. Are they helping Mother?
   Yes, they're sweeping now.

6. Where are they sweeping?
   Here in the house.

7. Is Mother sewing?
   No, she's cooking food.

8. And what about Father?
   He's old, he's smoking.

8


1
...?!
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+!
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–!
8
?

2nd PERIOD SWAHILI DIALOGUE LESSON 8

1. Habari gani, rafiki?

   Asante, njema.

2. Una ndugu wangapi?

   Nina ndugu wawili.

3. Hawa wanafanya kazi?

   Ndio, wanakata mti ule.

4. Una dada vilevile?

   Nina dada watatu.

5. Wanasaidia mama?

   Ndio, sasa wanafagia.

6. Wanafagia wapi?

   Hapa katika nyumba.

7. Mama anashona?

   La, anapika chakula.

8. Na baba, je?

   Yeye ni mzee, anavuta sigara.

Step 1.

1. Repetition Drill

a. Mimi nina ndugu wawili.
Mimi nina ndugu wawili.

Ali, sisi, wageni, mzee, ninyi, wewe.

(Other adjectives can be substituted for 'wawili'.)

b. Rafiki ni mzima pia.
Rafiki ni mzima pia.

dada (pl), mtoto, wageni, mimi, ndugu (s.).

(Other adjectives can be substituted for 'mzima'.)

c. Dada wanafagia katika nyumba.
Dada wanafagia katika nyumba.

ndugu (s.), watoto, Ali, wewe, mimi.

d. Watoto wanakata mti mkubwa.
Watoto wanakata mti mkubwa.

mwalimu, mimi, ninyi, sisi, Ali.

(Other adjectives can be substituted for 'mkubwa'.)

e. Mama anashona.
Mama anashona.

dada, watoto, mgeni, wanafunzi.

2. Substitution Drill

a. Mimi
---- nina ndugu wawili.
Mimi nina ndugu wawili.

wewe, sisi, Ali, ninyi, wageni.

b. Ndugu
----- wanafagia katika nyumba.
Ndugu wanafagia katika nyumba.

Ali, wanafunzi, mimi, ninyi, watoto, mgeni.

c. Wamasai
------- wanatembea karibu na mlima.
Wamasai wanatembea karibu na mlima.

Mkikuyu, ninyi, walimu, baba.

d. Mwalimu
------- anasema na dada.
Mwalimu anasema na dada.

wanafunzi, sisi, wewe, mimi, Ali.

e. Dada
---- wanacheza na ndugu warefu.
Dada wanacheza na ndugu warefu.

watoto, mwalimu, sisi, mimi, Ali.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Juma ana ndugu wangapi?
2nd: Ana ndugu watatu.

mimi, yeye, wewe, sisi, ninyi.

b. 1st: Mgeni ana dada pia?
2nd: Ndio, ana dada watatu.

wewe, Juma, ninyi, mimi.

c. 1st: Mgeni anashona mkeka?
2nd: La, anafagia nyumba.

wewe, sisi, ninyi, Ali, watoto.

d. 1st: Wazee wanatembea sasa?
2nd: Ndio, na wanavuta sigara.

ninyi, watoto, wewe.

e. 1st: Dada hawa ni wafupi?
2nd: Ndio, dada hawa ni wafupi.

ndugu, mtoto, mwanafunzi, mikuki, milima.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Juma ana ndugu wangapi?
Ana ndugu watatu.

wewe, mwalimu, sisi, ninyi, wageni.

b. Ndugu mzuri ana mkuki?
Ndio, ana mkuki mkali.

mtoto, Wakikuyu.

c. Dada mfupi anashona mkeka?
La, anafagia nyumba.

ndugu, mwalimu, wageni, Mswahili.

d. Rafiki wale wanafanya kazi?
Ndio, wanakata mti ule.

mtoto, wageni, watu, mwalimu.

e. Mtoto huyu anataka nini?
Anataka mkuki huu.

walimu, mwanafunzi, Wakikuyu.

f. Mzee huyu anapika chakula?
La, anasafisha mkuki.

mtu, wageni, Masai, Wakikuyu.

g. Walimu wadogo wanavuta sigara?
La, wanashona mkeka mrefu.

mtoto, ndugu (pl), wanafunzi, mwalimu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Jirani ni Mswahili na yeye ana watoto wengi. Mtoto mmoja mkubwa ni Salimu na yeye ana ndugu wanne na dada watatu. Watoto hawa ni wazuri na wanasaidia baba na mama. Salimu anakata mti mkubwa ule pamoja na Ali, na ndugu wawili wanalima katika shamba. Mtoto mmoja ni mdogo sana na yeye analala sasa.

Dada wawili wanasaidia mama. Wanasafisha na wanafagia nyumba. Asha ni jina la mtoto mmoja na yeye anashona. Mama anapika chakula na anatengeneza chai. Baba anafurahi na sasa anaketi na anavuta sigara.

Step 2. Questions based on the above narration:

Nani ana watoto wengi?
Salimu ana ndugu wangapi?
Hawa wanafanya nini?
Wawili wanafanya nini katika shamba?

Nani anakata mti?
Mtoto mdogo anafanya nini?
Nani anasaidia mama?
Wanafanya nini kusaidia mama?

Nani anashona?
Nani anatengeneza chai?
Baba anasimama?
Baba anafurahi?

Anavuta sigara sasa?
Nani anakata mti pamoja na Ali?
Nani ana watoto wengi?
Nani ni jirani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. The /r/ sound. Let's make sure that we are getting the Swahili /r/ right. As you know from a previous lesson (Lesson 3) this /r/ is different from our English /r/. In producing the Swahili /r/ the tip of the tongue is placed back of the upper teeth where it produces two vibrations as a rolled /r/. Listen to your teacher carefully and imitate him in producing this short roll or trill as it occurs in words like:

habari
rafiki
sigara
karibu
rudi

furahi
mzuri
jirani
kwa heri
mrefu

II. Language Structure

1. a. There is a question introducer 'je' which is not translatable into English. The nearest equivalent would be something like 'say', which we might use in English in drawing the listener's attention to a question: Say, did you see what she did?

b. When using the 'je' at the beginning of a question it is stated somewhat emphatically with a short pause following it, after which the question is asked. So a question can be put the following ways:

(i) Unasema nini? (What are you saying?)

(ii) Je, unasema nini? (Say, what are you saying?)

c. This question particle may also be put at the end of the question.

Baba anafanya kazi. (Father is working.)

Na mtoto, je? (And how about the child?)

d. Occasionally this 'je' particle may even substitute for an interrogative. In that case it is attached to the end of the verb. When that happens then the word, having been lengthened, must re-adjust the stress or accent and shift it forward a syllable so that the stress may still fall on the next to the last syllable. Thus:

Unaséma níni?

Can be said:

Unasemáje?

Note the shift of the stress marks as indicated.

2. The verb 'to have' is formed as follows:- It consists of the short pronoun plus the 'na' (with) particle. In Swahili the concept of having or possessing is expressed by "being with something."

ni + na > nina (I have. Lit: I (am) with)

u + na > una (you have. Lit: you (are) with)

a + na > ana (he, she has. Lit: he (is) with)

Don't confuse 'nina', 'una', 'ana', with the prefixes to the verb, like:

ninapenda
unataka
anafanya

They are not the same in meaning. The 'nina', meaning 'I have', is a separate word in its own right, and not a set of prefixes.

III. Cultural Note

In the dialogue and narrative mention has been made of brothers and sisters and children helping in the home. In the average rural African family the children learn to face realities of life very early.

One can often see little toddlers (boys) out in the pasture taking care of the few cows or goats which belong to the family. It is expected of children to help in all manners of chores as soon as possible.

Boughten toys are almost unknown to the average African children, nor do we find story books, models, dolls, and all that as American children have in African homes unless they are more sophisticated families living in cities. Any toys they may have, have been fashioned by themselves while out in the pasture. Girls may gradually collect some beads or kerchiefs which they treasure. Nor do many children know just when they were born and so there are no birthday parties.

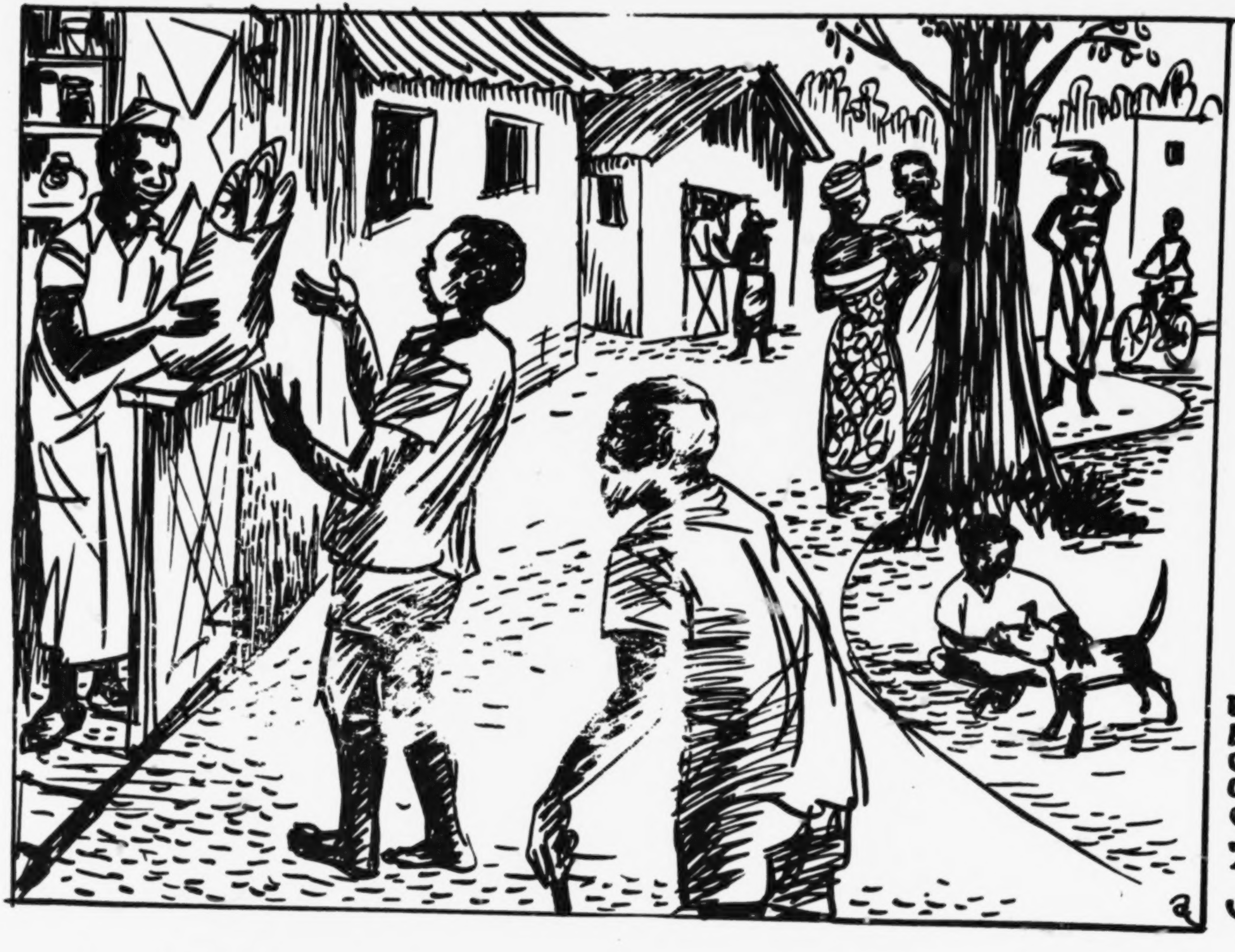
Because of the children's involvement in various chores, for a long time parents did not like to see the children away at school. Perhaps one or two boys were allowed to attend school while others were kept back. Girls rarely went to school. In more progressive tribes this set-up is slowly changing. Attendance at school has not been made compulsory yet.

While boys may look after the cows, sheep or goats, learn to hunt, it is the girls who do the chores in the home and even do most of the cultivating and harvesting in the fields.

SWAHILI 12 WEEKS COURSE

LESSON 9

LESSON 9



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The cluster /mj/.

   a. In this cluster the 'j' is still a fronto-palatal stop /d'/. Thus the cluster /mj/ > /md'/. Furthermore, since the word in this lesson in which this cluster occurs, 'mji', has a monosyllabic stem, the prefix 'm' is in the penultimate position and stressed. Thus we have /ḿ̩ji/.

   b. This word should be included in various exercises containing phrases such as:-

      katika mji
      mji mkubwa
      mji huu
      ndani ya mji
      kando ya mji
      karibu na mji
      ninaona mji
      kule ni mji

   c. The preposition 'in' or 'to' is often shown in a special idiom by suffixing 'ni' to a noun thus giving it a locative character. Thus we also get 'mjini' /md'íni/. Note the shift of accent to the new penultimate.

      anakaa mjini
      wanakwenda mjini

2. The nouns of the M-Mi class which was introduced in Lesson 7, form the plural by prefixing 'mi'. In using these nouns do not dwell on the prefixes or stress them, unless they are in a penultimate position.

Drill

	s.	pl.
a.	mlango mdogo	milango midogo
	mti mrefu	miti mirefu
	mkuki mkali	mikuki mikali
	mkono mfupi	mikono mifupi
	mguu mkubwa	miguu mikubwa
b.	mlima mdogo	milima midogo
	msitu mkubwa	misitu mikubwa
	mto mrefu	mito mirefu
	mkeka mzuri	mikeka mizuri
	mfuko mdogo	mifuko midogo
c.	mji huu	miji hii
	mji ule	miji ile
	mto huu	mito hii
	mto ule	mito ile
	mti huu	miti hii
	mti ule	miti ile
d.	nina mshale	nina mishale
	una mkuki	una mikuki
	ana mkate	ana mikate
	tuna mkeka	tuna mikeka
	mna mfuko	mna mifuko
	wana mshale	wana mishale
e.	Anakaa katika mji.	Anakaa mjini.
	Unanunua katika duka.	Unanunua dukani.
	Ninaingia katika nyumba.	Ninaingia nyumbani.
	Ninashika katika mkono.	Ninashika mkononi.
	Anaingia katika mto.	Anaingia mtoni.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Hodi! (Hi!)
   Come near.

2. What's your name?
   My name is Juma.

3. Are you walking?
   Yes, I live here in town.

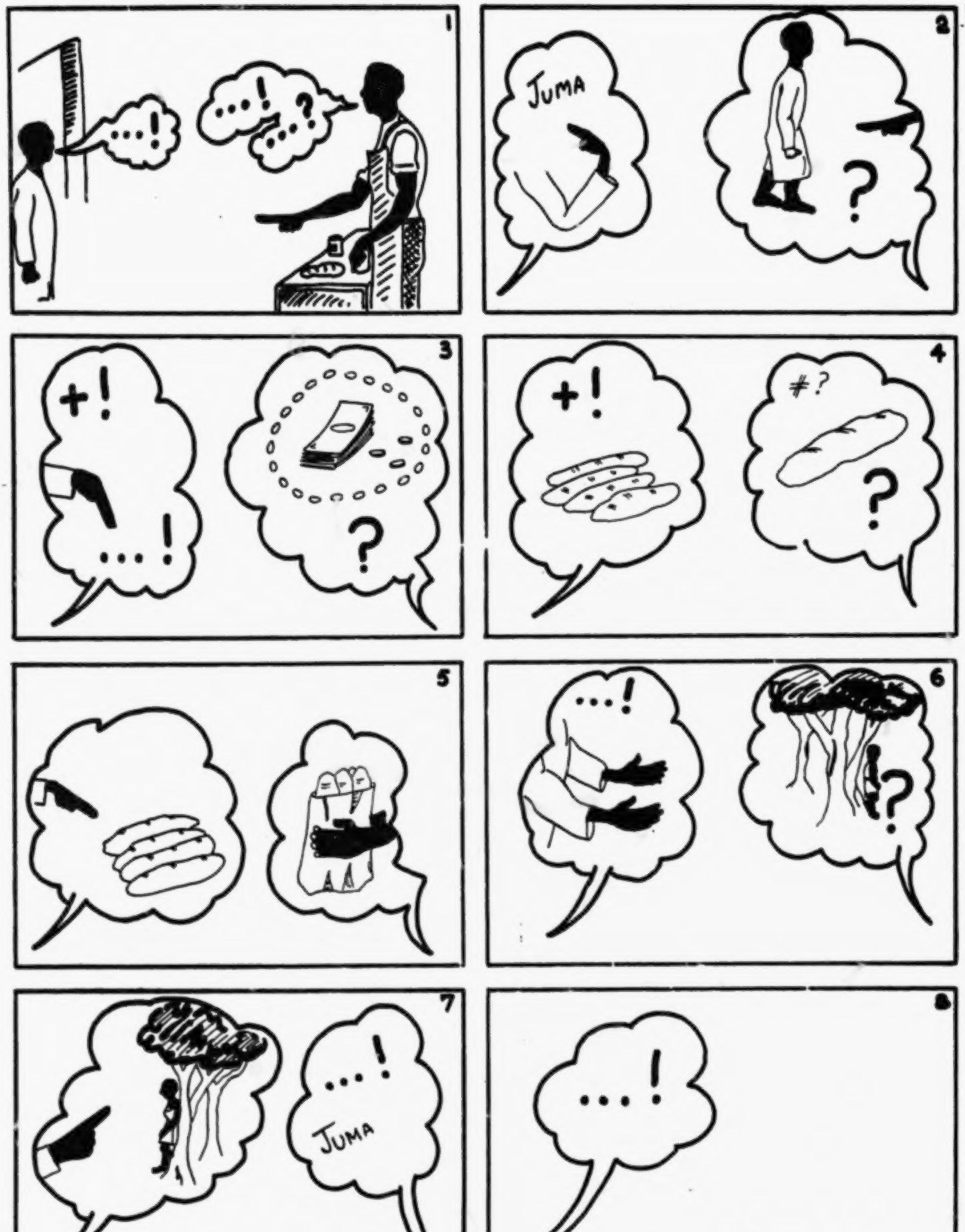
4. Do you want to buy something?
   Yes, I want some bread.

5. How many loaves?
   These four will be enough.

6. Here is the bread in a bag.
   Thanks, I receive it with two hands.

7. Is (your) Mother waiting there?
   Yes, under that big tree.

8. Good bye, Juma.
   So long. (Au revoir)


1
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JUMA
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...!
?
7
...!
JUMA
8
...!

1. Hodi!

   Karibu!

2. Jina lako nani?

   Jina langu Juma.

3. Unatembea kwa miguu?

   Ndio, ninakaa hapa mjini.

4. Unataka kununua kitu?

   Ndio, ninataka mikate michache.

5. Mikate mingapi?

   Hii minne inatosha.

6. Hapa mikate katika mfuko.

   Asante, ninapokea kwa mikono miwili.

7. Mama anangoja pale?

   Ndio, chini ya miti mikubwa ile.

8. Kwa heri, Juma.

   Kwa heri ya kuonana.

Step 1.

1. Repetition Drill

a. Mzee anatembea kwa miguu.
Mzee anatembea kwa miguu.

wanafunzi, mimi, Ali, wewe, ninyi.

b. Baba anakaa katika mji.
Baba anakaa katika mji.

wageni, mwalimu, wanafunzi, Mkikuyu.

c. Mimi ninataka kununua mikate michache.
Mimi ninataka kununua mikate michache.

walimu, Ali, wewe, ninyi, sisi.

d. Mkate mkubwa unatosha.
Mkate mkubwa unatosha.

mikuki, mwanafunzi, mkuki.

e. Ali anatia mkate katika mfuko.
Ali anatia mkate katika mfuko.

mimi, wewe, ninyi, sisi, watoto.

2. Substitution Drill

a. mkate
Ninaona ----- mzuri huu.
Ninaona mkate mzuri huu.

miguu, mkono, misitu, mkeka, mikuki.

b. mkubwa
Tunaona mti ------ ule.
Tunaona mti mkubwa ule.

mirefu, mfupi, mzuri, miwili, mdogo.

c. Mti
--- mrefu unapendeza.
Mti mrefu unapendeza.

mikuki, mtoto, ndugu (pl), wageni, mlima.

d. Mikuki
------ mifupi inatosha.
Mikuki mifupi inatosha.

mlango, mzee, Wakikuyu, mikeka.

e. wageni
Anapokea ------ kwa mikono miwili.
Anapokea wageni kwa mikono miwili.

mgeni, chai, kahawa.

f. Mgeni
----- anasema 'hodi'.
Mgeni anasema 'hodi'.

watoto, baba, Waswahili, mimi, wewe, sisi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ali ananunua mikate michache?
2nd: Ndio, ananunua mikate michache.

walimu, mwanafunzi, watoto, ninyi, wewe.

b. 1st: Wanafunzi wanaleta mikuki ya kutosha?
2nd: La, wanaleta miwili tu.

Ali, wewe, Wamasai, Mkikuyu, walimu.

c. 1st: Ali anatembea kwa miguu?
2nd: La, anakwenda kwa motokaa.

sisi, watoto, mwanafunzi, wageni.

d. 1st: Wewe unangoja kusema nini?
2nd: Ninangoja kusema 'kwa heri'.

sisi, wageni, mwalimu, Wamasai.

e. 1st: Mgeni anangoja wapi?
2nd: Mgeni anangoja chini ya mti.

wageni, ninyi, wewe, Wamasai.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mikate miwili inatosha?
La, tunataka mikate mitano.

mkuki, milango, watu,

b. Ali anataka kununua mkuki?
La, anataka kununua mikeka.

wewe, ninyi, sisi, Waswahili, mgeni.

c. Wageni wanataka kungoja pale?
La, wanataka kurudi nyumbani.

Mswahili, wanafunzi, mtoto, walimu.

d. Mtu huyu ni Masai?
La, yeye ni Mkikuyu.

Wamasai, Waswahili.

e. Unaona mito mingapi pale?
Ninaona mito miwili.

mikuki, watoto, milima, wanafunzi, mbuzi.

f. Yeye anatafuta mikuki mingapi?
Anatafuta mikuki minane.

wewe, Wamasai, ninyi, sisi.

g. Ninyi mnataka kusafisha mikuki?
La, tunataka kununua mikuki.

sisi, watoto, mwanafunzi, Wakikuyu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma na mama wanakwenda mjini. Mama anangoja chini ya mti na anasema na rafiki wawili. Juma anacheza karibu na mti. Halafu mama anasema kwa Juma: "Juma ninataka mikate minne. Rafiki hawa wanarudi nyumbani pamoja na sisi". Juma anasema anataka kununua mkate. Anakwenda mjini kwa miguu upesi sana. Anaona mkate katika duka. Anasimama na anasema: "Hodi !" Mtu katika duka anasema: "Karibu !" Juma anaingia na anasema: "Mama anataka mkate." Yule mtu anasema: "Anataka mikate mingapi?" Juma anasema anataka mikate minne. Anapokea mikate katika mfuko mkubwa na anashika mfuko kwa mikono yake miwili. Halafu anarudi kwa mama upesi.

Step 2. Questions based on the above narration:

Juma na mama wanakwenda wapi?
Mama anafanya nini chini ya mti?
Rafiki wangapi wanasema na mama?
Juma anacheza au anaketi?
Nani anarudi nyumbani pamoja na mama?
Mama anataka chakula gani?
Juma anakwenda wapi kununua mkate?

Anataka mikate mingapi?
Anaona mkate katika duka?
Juma anasema "Hodi !" kwanza?
Mtu katika duka anasema nini?
Juma anaingia halafu?
Mikate ni katika mfuko?
Juma anapokea mfuko?
Anashika mfuko kwa mikono mingapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. a. You have learned to say 'jambo', 'jina', 'moja', and learned the /d'/ sound in these words. To precede this /d'/ with an 'm' and produce the cluster /md'/ may seem a bit complicated, but it really is not any more difficult than preceding other consonants with /m/. (Refer to Generalization, Note No. 1, Lesson 2)

   b. In this lesson we find this cluster used in the word 'mji' (town, city), and because it is such a short word, the 'm' happens to be in the position of being the syllable next to the last. Following the Swahili rule of a fixed stress, we therefore have to stress this initial 'm' as we did in the words 'mtu', and 'mti'. Listen to your teacher carefully as he demonstrates this to you.

2. a. A usage expressing location has a way of replacing the word (preposition) 'katika' (meaning in or into). When speaking of staying in a place or going into a place, the Swahili speaker takes a short cut and instead of saying:-

   Ninakwenda katika mji. (I'm going into town)

   He says:

   Ninakwenda mjini.

   b. There is no difference in meaning. The 'katika' has been dropped in the first instance and a '-ni' added at the end of the noun indicating that particular place. This has also lengthened the word by a syllable, and so as to follow the rule of stress, the stress then moves forward a syllable next to the last (penultimate) again.

II. Language Structure

The formation of the plural of M-Mi class nouns has been discussed generally under Gen. Note No. 3, Lesson 7. Please refer to this Generalization.

III. Cultural Note - Greetings.

The words 'Hodi' and 'Karibu' have been used. These are very common greeting procedures in East Africa.

The word 'Hodi' has no English equivalent. It is a word used in announcing one's presence when coming into someone's yard or to the door, as if to say, "I am here".

It is therefore the polite and proper thing when a visitor approaches a house, before even knocking on the door, to say clearly "Hodi !"

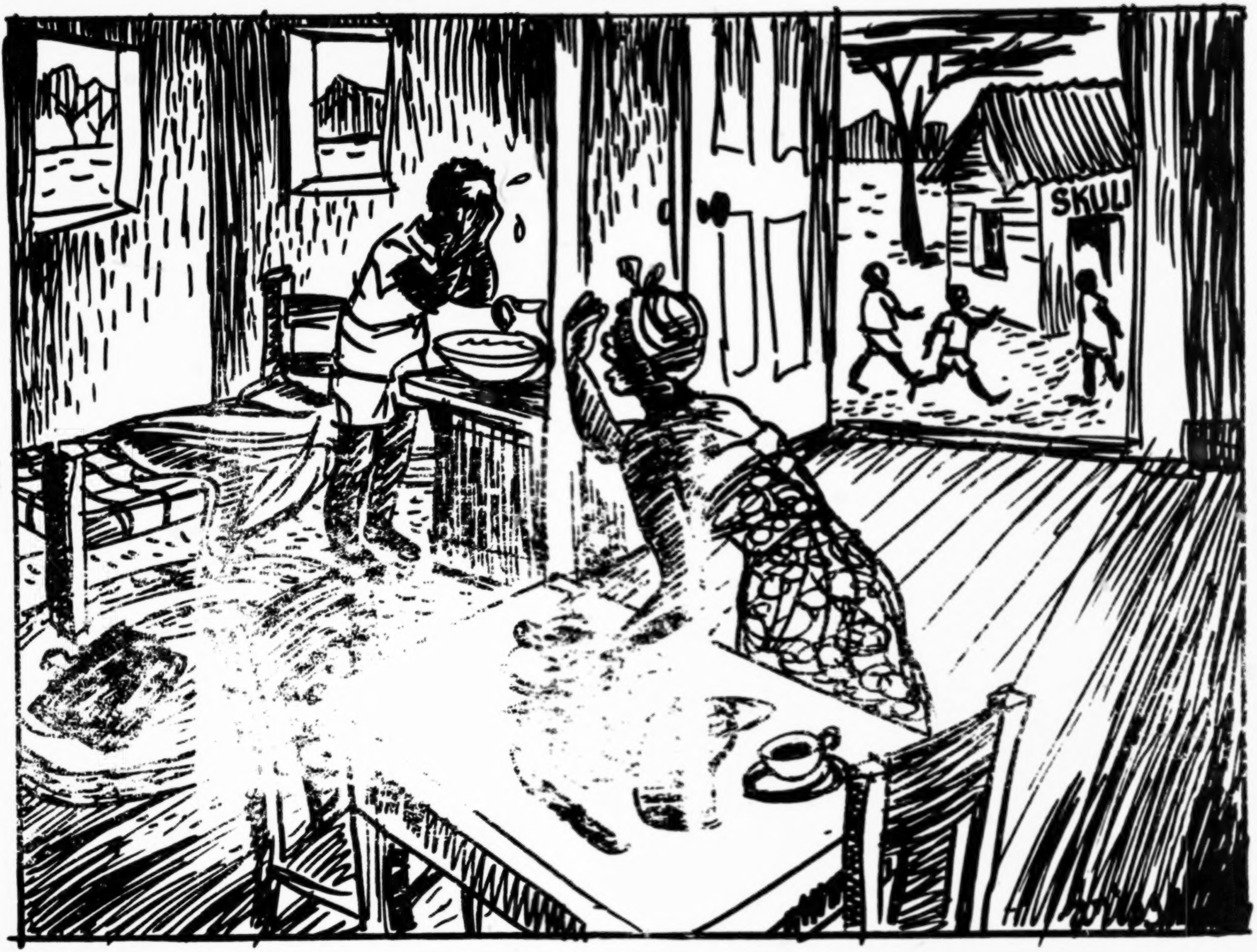
The person inside can then tell from the voice of the speaker whether it is someone well known or a stranger, whether it is a man, woman or child. This is very useful knowledge indeed for the person inside.

That person who is in the house, having decided whether to admit the person or not, then may say "Karibu !", which is the invitation to come near, or to enter.

SWAHILI 12 WEEKS COURSE

LESSON 10

LESSON 10



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The voiced fricative /ð/.

The 'dh' sound has been introduced for the first time in the word 'tafadhali' (please). It is pronounced just like the English 'th' in 'this', 'that', 'gather'. In Swahili it is symbolized by 'dh' which differentiates it from the unvoiced 'th'. This makes the distinction easier than in English where both the voiced and unvoiced are represented by a 'th'.

tafadhali /tafaðáli/ (Please!)

2. The intonation in short imperative utterances are:

3 - 1, or 2 - 3 - 1.

3 -́ —
Kwenda sasa!
/kwénda sàsa!/ 1 -̀ ⤵

3 -́
Lete chakula! 2 -̀ - -
/lète čakúla!/ 1 ⤵

3 - -́ - -̂
Kwenda upesi sana! 2 -̀ -
/kwènda upési sâna!/ 1 ⤵

Note that the important word is stressed, and this is not always the verb, often it is the adverb as seen in the last example.

3. Reinforcement of vowel clusters at the end of a word. The next to the last vowel is stressed. Both vowels are open vowel sounds.

/ia/	angalia, saidia, fagia, ingia, tia
/ua/	fungua, chukua, nunua
/aa/	kaa, saa
/ea/	pokea, tembea

Use the above words in short utterances observing the matter of stress and non-obscuration.

4. Drill on the imperative.

The imperative is formed from the verb stem. There is a singular and plural form. Refer to the Generalization for a fuller explanation.

	s.	pl.
a.	Simama !	Simameni !
	Fanya !	Fanyeni !
	Angalia !	Angalieni !
	Maliza !	Malizeni !
	Ingia !	Ingieni !
	Kula !	Kuleni !
	Kunywa !	Kunyweni !
	Ngoja !	Ngojeni !
b.	Njoo ! (Kuja !)	Njooni ! (Kujeni !)
	Nenda ! (Kwenda !)	Nendeni ! (Kwendeni !)
	Lete !	Leteni !
c.	Nawa mikono !	Naweni mikono !
	Fanya upesi !	Fanyeni upesi !
	Angalia sawasawa !	Angalieni sawasawa !
	Kula vizuri !	Kuleni vizuri !
	Kunywa chai !	Kunyweni chai !

d.	Njoo upesi!	Njooni upesi!
	Nenda polepole!	Nendeni polepole!
	Lete chakula!	Leteni chakula!
e.	Simama hapa!	Simameni hapa!
	Keti pale!	Ketini pale!
	Kaa hapa!	Kaeni hapa!

f. s. Tafadhali, lete chai!
pl. Tafadhali, leteni chai!

s. Tafadhali, funga mlango!
pl. Tafadhali, fungeni mlango!

s. Tafadhali, fungua mlango!
pl. Tafadhali, fungueni mlango!

g. s. Haya, fanya haraka!
pl. Haya, fanyeni haraka!

s. Haya, lete chakula sasa!
pl. Haya, leteni chakula sasa!

s. Haya, tengeneza chai upesi!
pl. Haya, tengenezeni chai upesi!

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 10

1. Ali, come here!

   I am coming mother.

2. Wash your hands first!

   My hands are clean now.

3. Sit properly!

   I am sitting mother, I want tea now.

4. O.K., wait a little!

   Please bring the tea here.

5. Here's the tea, drink now!

   Thanks, mother.

6. Finish the tea, then look for the satchel!

   The satchel is on the mat.

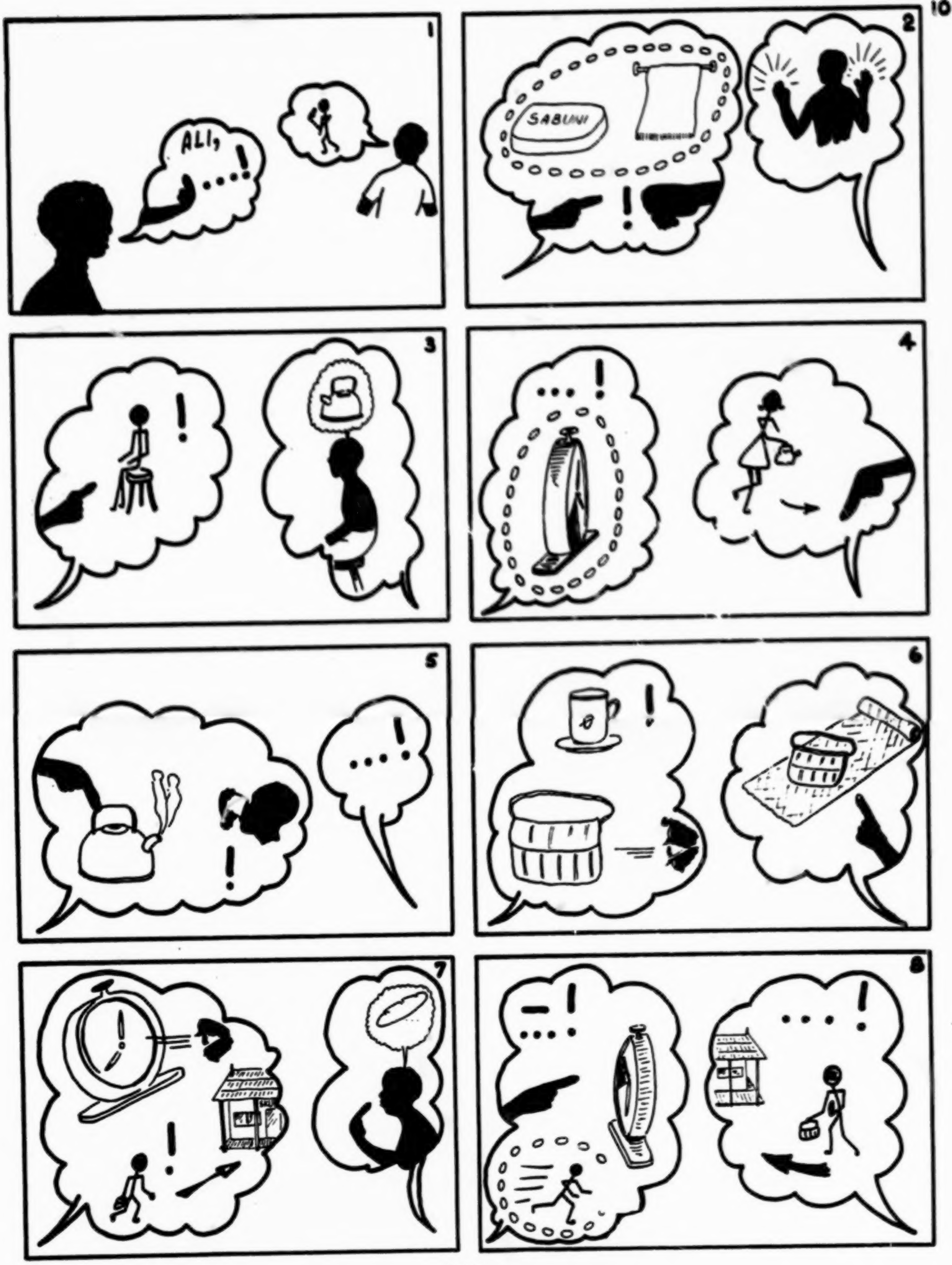
7. Watch the clock, go to school quickly!

   But I also want some bread.

8. No, you are late! Hurry up!

   Good bye, I'm going to school now.

10


1
ALI, ...!
2
SABUNI
!
3
!
4
...!
5
...!
!
...!
6
!
7
!
!
8
—!
...!
...!

1. Ali, njoo hapa!
   Ninakuja mama.

2. Nawa mikono kwanza!
   Mikono yangu ni safi sasa.

3. Keti sawasawa!
   Ninaketi mama, sasa ninataka chai.

4. Vizuri, ngoja kidogo.
   Tafadhali, lete chai hapa.

5. Hapa chai, kunywa sasa!
   Asante, mama.

6. Maliza chai, halafu tafuta mfuko!
   Mfuko ni juu ya mkeka.

7. Angalia saa, nenda skuli upesi!
   Lakini ninataka mkate pia.

8. La, unachelewa! Fanya haraka!
   Kwa heri, ninakwenda skuli sasa.

3rd PERIOD PATTERN DRILL I LESSON 10

Step 1.

1. Repetition Drill (The imperative)

	Singular	Plural
a.	Njoo hapa!	Njooni hapa!
	Nenda pale!	Nendeni pale!
	Rudi nyuma!	Rudini nyuma!
	Keti chini!	Ketini chini!
	Simana!	Simameni!
b.	Ngoja kwanza!	Ngojeni kwanza!
	Fanya haraka!	Fanyeni haraka!
	Nenda upesi!	Nendeni upesi!
	Angalia mbele!	Angalieni mbele!
	Angalia nyuma!	Angalieni nyuma!
c.	Kunywa sasa!	Kunyweni sasa!
	Toka upesi!	Tokeni upesi!
	Funga sawasawa!	Fungeni sawasawa!
	Shika sawasawa!	Shikeni sawasawa!
	Kula upesi!	Kuleni upesi!
d.	Lala chini!	Laleni chini!
	Ngoja pale!	Ngojeni pale!
	Nawa mikono na miguu!	Naweni mikono na miguu!
	Shika mkuki sawasawa!	Shikeni mkuki sawasawa!
	Kunywa chai upesi!	Kunyweni chai upesi!
e.	Tafuta mfuko sasa!	Tafuteni mfuko sasa!
	Maliza chakula!	Malizeni chakula!
	Ngoja kidogo, halafu nenda!	Ngojeni kidogo, halafu nendeni!
	Lete chai hapa!	Leteni chai hapa!
	Tafadhali, shika mfuko huu!	Tafadhali, shikeni mfuko huu!

2. Substitution Drill

a. Nenda
----- pale upesi.
Nenda pale upesi.

kufagia, kuingia, kununua, kusafisha, kuketi.

b. Shika
----- mfuko sawasawa.
Shika mfuko sawasawa.

kufunga, kufungua, kupokea, kutengeneza.

c. Keti
---- hapa kwanza.
Keti hapa kwanza.

kurudi, kutafuta, kufundisha, kuja, kuangalia.

d. Ali
--- ananawa mikono sasa.
Ali ananawa mikono sasa.

mimi, ninyi, watoto, mwalimu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 10

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Juma anakaa wapi?
2nd: Anakaa mjini sasa.

toka, lala, fanya kazi, fagia.

b. 1st: Unatafuta mikate mingapi?
2nd: Ninatafuta mikate miwili tu.

mfuko, mkeka, mtoto, mbuzi, mgeni.

c. 1st: Mti gani huu?
2nd: Huu ni mti mbaya.

ndege, mikuki, mikeka, wageni, mtu.

d. 1st: Wageni wanajifunza nini sasa?
2nd: Wanajifunza Kiswahili.

Mkikuyu, wanafunzi, mgeni, wewe, ninyi.

e. 1st: Mtoto anakunywa chai?
2nd: Ndio, mtoto anakunywa chai.

wageni, mwanafunzi, Waswahili, Mkikuyu.

5th PERIOD RECOMBINATION DRILL LESSON 10

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mama anasema nini?
Anasema, 'Leteni mikeka ile'.

wewe, mimi, sisi, ninyi, walimu.

b. Kwa nini anafanya kazi haraka?
Anachelewa kurudi kazini.

-tembea, -kula, -toka.

c. Unataka kumaliza kazi kwanza?
La, ninataka kula kwanza.

-fundisha, -tembea, -lala, tafuta kazi.

d. Watu wale wawili ni ndugu?
Ndio, ni ndugu wawili.

watoto, wageni, Wakikuyu, wanafunzi.

e. Hawa wageni ni Wakikuyu?
Ndio, ni Wakikuyu.

mtoto, mwalimu, wanafunzi, mgeni.

f. Mtu yule mfupi ni mwalimu?
Ndio, ni mwalimu mzuri.

watu, wageni, Masai, mtoto.

g. Anataka kununua mikuki?
La, anataka kuona mishale.

kuona, kutazama.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Ali ni mtoto wa Juma na yeye ni mwanafunzi. Skuli ni karibu na nyumba yake. Asubuhi anaamka na ananawa mikono kwanza. Halafu mama anasema: "Ali, njoo na keti hapa. Unataka chai na mkate sasa?" Ali anasema: "Ndio, mama, tafadhali lete chai hapa".

Ali anakunywa chai upesi. Anaangalia saa na anaona anachelewa. Mama anasema: "Maliza chai na tafuta mfuko. Fanya haraka, ninaona watoto wengi wanakwenda skuli sasa". Ali anaona mfuko ni juu ya mkeka, anashika mfuko vizuri na anafanya haraka sana.

Sasa anafungua mlango na anasema kwa heri kwa mama. Mama anasimama na anaangalia Ali anakwenda pamoja na watoto wa jirani. Halafu anaketi na anakunywa kahawa.

Step 2. Questions based on the above narration:

Nani ni mwanafunzi?
Skuli ni wapi?
Ali ni mtoto wa nani?
Asubuhi anafanya nini?
Juma ni baba ya nani?

Mama anasema nini kwa Ali?
Ali anapenda chai na mkate?
Ali ananawa nini kwanza?
Ali anaketi na halafu anasema nini?
Anakunywa chai polepole?

Nani anasema "Maliza chai?"
Watoto wengi wanakwenda wapi?
Mfuko wa Ali ni wapi?
Anashika nini vizuri?
Nani anafanya haraka?

Nani anafungua mlango?
Nani anasema 'kwa heri?'
Ali anakwenda na watoto wa nani?
Mama anasimama na anaangalia nini?
Nani anaketi na anakunywa kahawa halafu?

Note: When answering the above questions, students should do so by using complete aentences.

Step 3. Presentation of short narratives prepared by students.

I. Features of Sound.

In English the 'th' is often voiced as in the words: gather, this, bother. We have an equivalent sound in Swahili represented by the symbol 'dh'. This is not a very frequent sound in Swahili, but it occurs in this lesson once in the word 'tafadhali' (Please !)

II. Language Structure

a. When giving a direct command we use the stem of the verb. There is a singular and a plural form.

s.		pl.	
Simama !	(Stand !)	Simameni !	(Stand ye !)

b. Note that in the plural form which is used when addressing more than one person, there is an ending 'ni' which is added to indicate the plural. This may be a remnant of the pronoun 'ninyi' (you pl.). When this ending is used then all verbs ending in 'a' change this to 'e'. Words not ending in 'a' have no change. Study the following examples.

s.		pl.	
Fanya !	(Do !)	Fanyeni !	(Do ye !)
Funga !	(Shut !)	Fungeni !	(Shut ye !)
Pita !	(Pass !)	Piteni !	(Pass ye !)
Keti !	(Sit !)	Ketini !	(Sit ye !)

c. Make a special note of 3 verbs in Swahili which are a little irregular in giving commands:-

Kuja ! becomes: Njoo ! (Come !)
Kujeni ! becomes: Njooni ! (Come ye !)

Kwenda ! becomes: Nenda ! (Go !)
Kwendeni ! becomes: Nendeni ! (Go ye !)

Leta ! is used as: Lete ! (Bring !)
Leteni ! is regular again: Leteni ! (Bring ye !)

III. Cultural note.

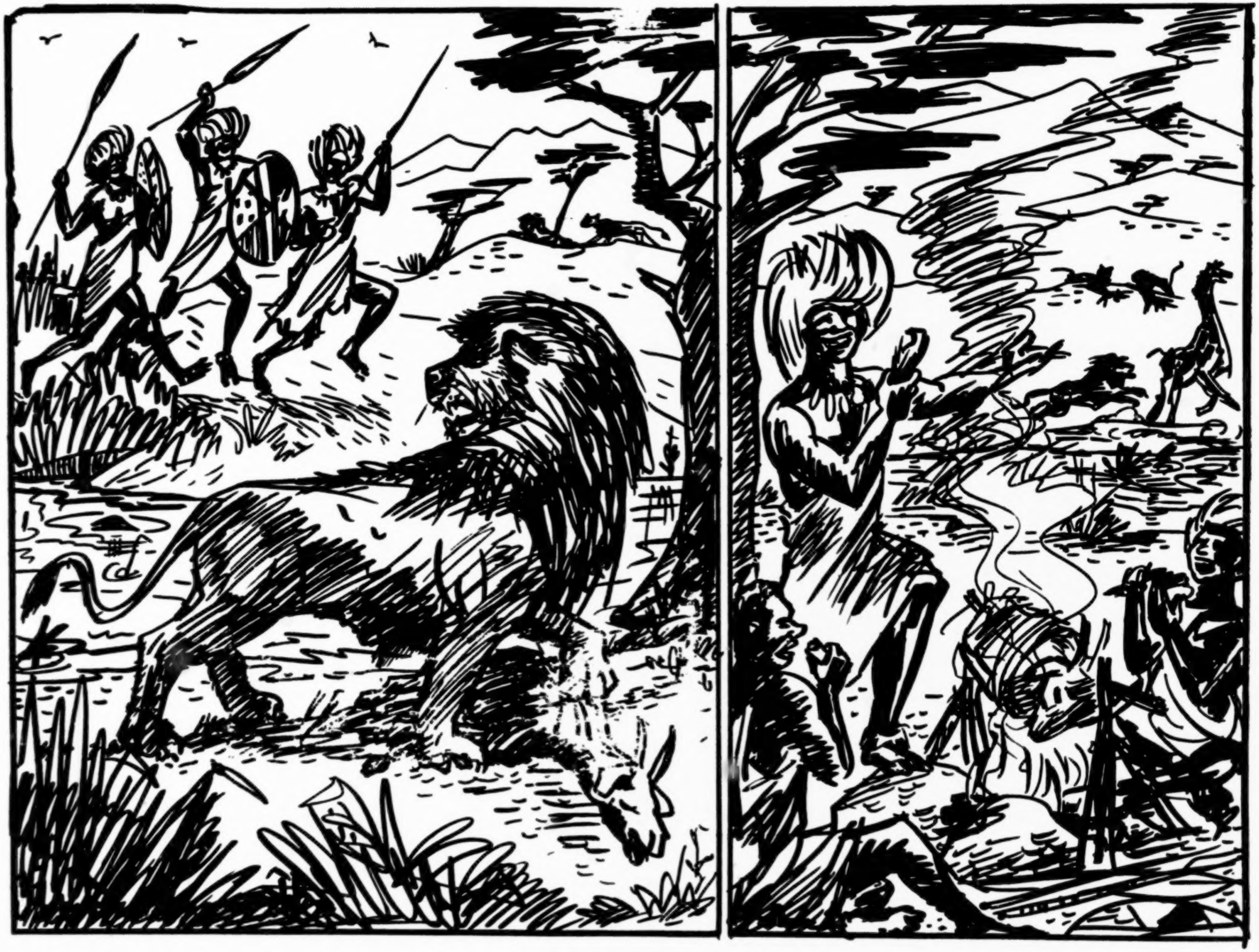
Children in this country may be accustomed to a regular routine: get up, wash, brush their teeth, comb their hair, breakfast, etc. The average African child in East Africa does not have much of a routine. If he washes his hands and face to freshen up, that may be all. The short kinky hair is no problem, teeth are not brushed (toothpaste ads are unknown) but later he may scour the teeth a bit by chewing on the end of a special kind of stick and the frayed end may serve as a toothbrush. This is called a 'Swaki'.

Hot breakfasts or drinks are rare. Unless the child lives in a boarding school, he may get only one or two meals a day. They become used to such a routine and get along. The scene depicted in our dialogue is of a more sophisticated family.

Going to school is not a chore, but rather a privilege and the children on the whole are anxious to go to school.

SWAHILI 12 WEEKS COURSE

LESSON 11



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The initial /ñ/ has now occurred in two words.

nyumba	/ñúmba/	(house)
nyama	/ñáma/	(meat)

Drill in using the above two words simply and in short utterances.

Ndani ya nyumba.
Katika nyumba.
Karibu na nyumba.
Nyumbani.

Anakula nyama.
Nyama ya swala.
Nyama ya mbuzi.

2. Clusters /mš/ and /mm/.

a. The cluster /mš/, occurring initially has occurred only in the following word so far:-

mshale	/mšále/	(arrow)

The same principle of gliding from a closed lip position in sounding the /m/ into the consonant that follows is applied.

b. The cluster /mm/ at this stage should be regarded more as an orthographic phenomena rather than phonological. In practice one just dwell on the /m/ a trifle longer, making it a long consonant sound, as it were, but usually there is little or no difference between a double and a single /m/ in normal speech.

Ex. Mtu mmoja.
Mmasai mmoja.
Mama mmoja.

3. a. Occasionally there are two like vowels at the end of a word, and it would appear that when sounding these words the rule of stress is changed in that the stress appears to fall on a final syllable. This is not so. In Swahili the vowel can stand alone as a syllable when not preceded by a consonant, and this is the case also with two like vowels.

Ex.	anakaa	/anakáa/	(he is staying)
	njoo	/njóo/	(come)
	juu	/d'úu/	(on top)
	mzee	/mzée/	(old man)
	motokaa	/motokáa/	(automobile)
	saa	/sáa/	(clock)
	mguu	/mgúu/	(foot, leg)

Drill

Mzee anakaa pale.
Wazee wanakaa pale.

Njoo kwa motokaa.
Njooni kwa motokaa.

Mzee anaangalia saa.
Wazee wanaangalia saa.

Ndege anakaa juu.
Ndege wanakaa juu.

Motokaa ni mzee.
Juu ya saa.
Njoo kwa miguu.

b. Two unlike vowels follow the same rule in that the penultimate vowel is stressed.

Ex.	angalia	/angalía/	(watch)
	chukua	/čukúa/	(carry)
	fungua	/fungúa/	(open)
	fagia	/fagía/	(sweep)
	ingia	/ingía/	(enter)
	leo	/léo/	(today)
	nunua	/nunúa/	(buy)
	pokea	/pokéa/	(receive)
	saidia	/saidía/	(help)
	tembea	/tembéa/	(walk)
	wao	/wáo/	(they)
	kimbia	/kimbía/	(run)

Drill

Angalia vizuri.
Fagia vizuri.
Angalia na fagia vizuri.

Alinunua leo.
Wao walinunua leo.
Ingia na saidia mama.

Fungua mlango na ingia.
Pokea na chukua.
Tembea pale leo.

Kimbia upesi.
Wao wanakimbia.
Wao wanatembea.

4. The verb 'to have' (stressing the plural).

s.	pl.
Nina chakula.	Tuna chakula.
Nina mkate.	Tuna mkate.
Nina miguu.	Tuna miguu.
Nina mikono.	Tuna mikono.
Una mshale.	Mna mishale.
Una mkuki.	Mna mikuki.
Una mkate.	Mna mkate.
Una mishale.	Mna mishale.

Ana mikuki.	Wana mikuki.
Mmasai ana mkuki.	Wamasai wana mikuki.
Ana mishale.	Wana mishale.
Mtoto ana mkate.	Watoto wana mkate.

Q.	Ans.
Tuna mkate?	Ndio, mna mkate.
Tuna chakula?	Ndio, mna chakula.
Tuna mtoto?	Ndio, mna mtoto.
Tuna mkeka?	Ndio, mna mkeka.
Tuna mfuko?	Ndio, mna mfuko.
Mna mifuko?	Tuna mifuko.
Mna mkate?	Tuna mkate.
Mna chakula?	Tuna chakula.
Mna motokaa?	Tuna motokaa.
Mna mkeka?	Tuna mkeka.
Wana mkuki mpana?	Wana mkuki mpana.
Wana mshale mfupi?	Wana mshale mfupi.
Wana mkuki mwembamba?	Wana mkuki mwembamba.
Wana mfuko mwingine?	Wana mfuko mwingine.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD

ENGLISH DIALOGUE

LESSON 11

1. How many spears do you have?
We have five long spears.

2. Is that broad spear Ali's?
No, it's father's.

3. Say, is this slim one sharp?
Yes, it is very sharp.

4. Are these arrows sufficient?
No, they are few.

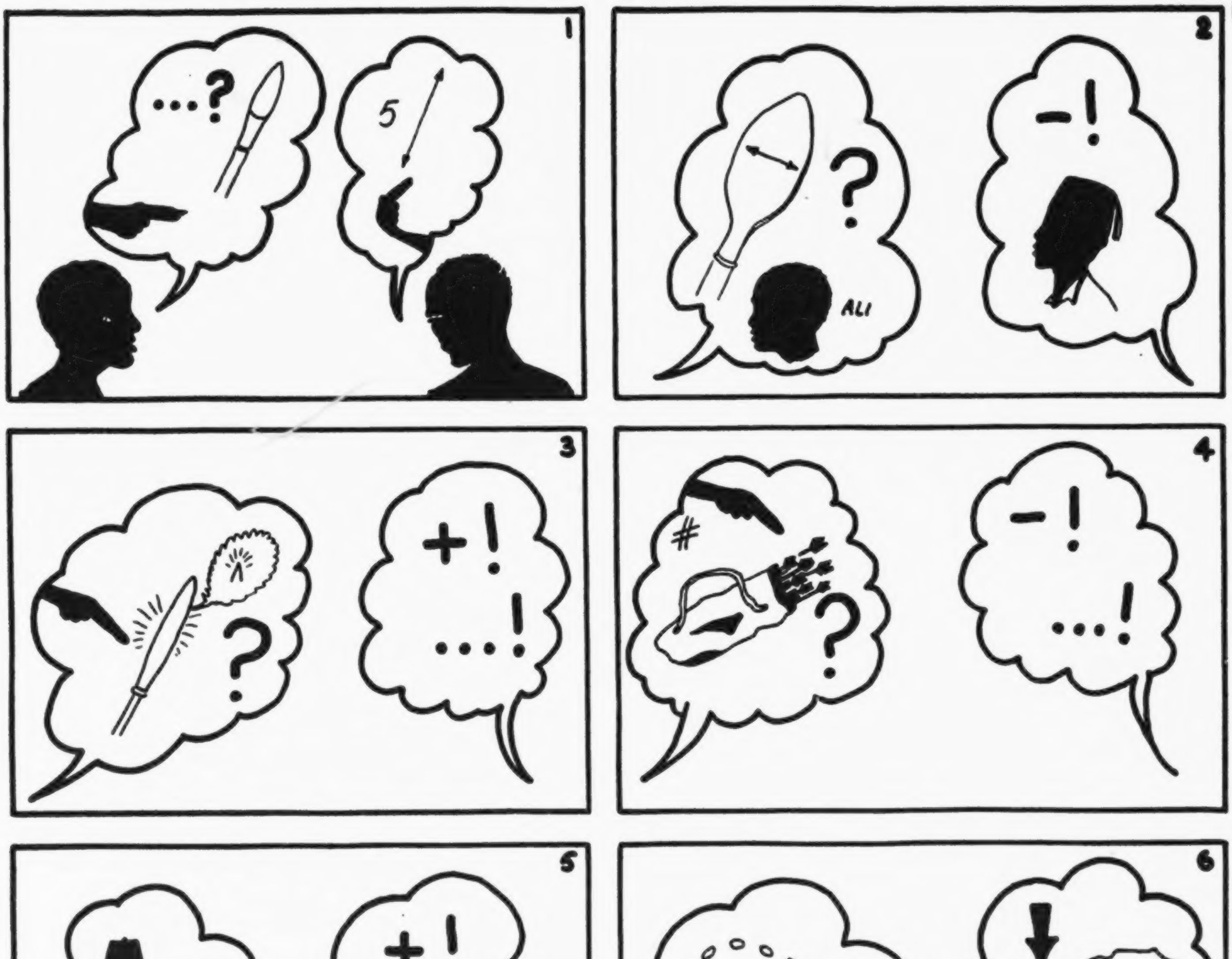
5. Is father bringing more?
Yes, he's bringing many more.

6. Where does he want to hunt?
To the side of those mountains.

7. Are there lions there?
Yes, near that river.

8. Are they lying under those trees?
Yes, under those big trees.

11


1
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ALI
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2nd PERIOD SWAHILI DIALOGUE LESSON 11

1. Mna mikuki mingapi?
   Tuna mikuki mitano mirefu.

2. Mkuki ule mpana ni wa Ali?
   La, ni wa baba.

3. Je, huu mwembamba ni mkali?
   Ndio, ni mkali sana.

4. Mishale hii inatosha?
   La, ni michache.

5. Baba analeta mingine?
   Ndio, analeta mingine mingi.

6. Anataka kuwinda wapi?
   Kando ya milima ile.

7. Simba wanakaa pale?
   Ndio, karibu na mto ule.

8. Wanalala chini ya miti ile?
   Ndio, chini ya miti ile mikubwa.

Step 1.

1. Repetition Drill

a. Mimi nina ndugu wachache.
   Mimi nina ndugu wachache.

   yeye, wewe, ninyi, wageni.

b. Simba anawinda swala.
   Simba anawinda swala.

   Masai, mgeni, Wakikuyu, mimi, wewe.

c. Mkikuyu ana mshale mpana.
   Mkikuyu ana mshale mpana.

   wanafunzi, Masai, mtoto, wageni.

d. Sisi tunataka mishale mingine.
   Sisi tunataka mishale mingine.

   ninyi, wewe, mimi, watoto.

e. Tembo mkubwa anakuja.
   Tembo mkubwa anakuja.

   Wamasai, mtoto, walimu, mtu.

2. Substitution Drill

a. Mimi
   ---- nina ndugu.
   Mimi nina ndugu.

   yeye, ninyi, sisi, walimu.

b. mikali.
   Sisi tuna mikuki ------.
   Sisi tuna mikuki mikali.

   -refu, -dogo, -kubwa, -fupi,-pana.

c. Wamasai
------- wanataka mishale mingi.
Wamasai wanataka mishale mingi.

sisi, ninyi, wewe, mimi, Juma.

d. mkeka
Anatazama ----- ule.
Anatazama mkeka ule.

miti, mtoto, wageni, Mkikuyu.

e. mkuki
Tunataka ----- mrefu huu.
Tunataka mkuki mrefu huu.

mikuki, wanafunzi, mishale, watoto, mwalimu.

f. Wamasai
------- wanapenda kuwinda.
Wamasai wanapenda kuwinda.

sisi, wewe, watoto, mimi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe unatafuta swala mrefu?
2nd: Ndio, ninatafuta swala mrefu.

yeye, ninyi, mimi, sisi, Ali.

b. 1st: Wewe unatazama twiga?
2nd: La, ninatazama simba.

mgeni, ninyi, watoto, Mkikuyu.

c. 1st: Tembo wanakimbia vilevile?
2nd: La, wanangoja pale.

mtoto, Waswahili, Mkikuyu, swala (sing.)

d. 1st: Twiga mrefu anatembea.
2nd: Ndio, na anatazama mbele.

mwanafunzi, Wamasai, simba (pl.), mgeni.

e. 1st: Tembo hawa ni wakubwa?
2nd: La, hawa ni tembo wadogo.

wageni, mtu, Wakikuyu, mtoto.

5th PERIOD RECOMBINATION DRILL LESSON 11

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ninyi mna mkuki mingapi?
Tuna mikuki michache tu.

sisi, wewe, Wakikuyu, mgeni.

b. Simba wale wanakaa wapi?
Wanakaa katika msitu ule.

swala (sing.), watu, tembo (pl.).

c. Mkuki huu mwembamba ni mkali?
Ndio, ni mkali kweli.

mishale, mikuki, mshale.

d. Masai anataka kuwinda pale?
La, anataka kuwinda karibu na mto.

baba, wageni, ninyi, wewe.

e. Ninyi mnataka kushona mkeka?
La, tunataka kulima shamba.

wewe, Ali, wanafunzi, mgeni.

f. Wewe unataka kuchelewa kazi?
La, ninataka kufanya haraka.

watoto, mgeni, Mkikuyu, Waswahili.

g. Mikate hii mitatu inatosha?
Ndio, inatosha.

Mikuki, watoto, wageni.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba, Juma na Ali wanakwenda kuwinda. Wanataka kutafuta simba wakali kando ya milima mikubwa ile. Pale kuna miti mirefu na mto mdogo. Simba wanasimama chini ya mti mmoja mkubwa na wanatazama mbuzi. Simba mmoja mkubwa anataka kukamata mbuzi sasa.

Baba anasema: "Njooni upesi, tazama, simba anakamata mbuzi. Juma na Ali wanaleta mikuki mikali upesi na wanakimbia upesi sana. Simba anaona watu wanakuja na mikuki na anakimbia.

Sasa simba wanakwenda porini na wanaona twiga na swala. Simba wanapenda kula swala. Wanakimbia upesi na wanakamata swala wawili. Watu wanafurahi simba anakimbia na sasa watu hawa wanakula nyama ya mbuzi na wanafurahi.

Step 2. Questions based on the above narration:

Simba wanasimama wapi?
Wanatazama nini?
Simba mkubwa anafanya nini?
Nani anakwenda na baba kuwinda?

Wanatafuta simba wapi?
Kuna nini kando ya milima?

Juma na Ali wanaleta nini?
Wanakimbia upesi?
Kwa nini wanakimbia upesi?
Simba anaona watu?
Halafu anafanya nini?

Simba wanaona nini porini?
Wanapenda kula swala?
Wanakamata swala wangapi?
Watu wanakula nini halafu?
Wanafurahi sasa?
Je, wewe unapenda kula nyama ya mbuzi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. The 'ny' /ñ/ sound as in 'nyumba' and 'nyama'. This is not any different than what you have already learned in words like 'fanya'. The only difference is that now we learn to pronounce this at the beginning of a word. This is a similar sound as in 'Señorita' and 'canyon'. Listen to your instructor carefully and practice these sounds with the front half of your tongue pressed against the roof of your mouth back of the teeth. Some people use this sound also in English when pronouncing words like: 'new', 'knew', though this may be dialectical.

2. The cluster 'msh' /mš/ occurring in the word 'mshale' is pronounced on the same principle as the previous clusters which we have learned, such as: /mk/, /mt/, /mz/, /ms/, etc. From a closed lip position while sounding the /m/ you slide into the consonant which follows, in this case the 'sh'.

3. Make careful note of the stress occurring on the next to the last vowel when there are two vowels at the end of a word, whether they be like or unlike vowels. Your instructor has brought this to your attention in the first period of this lesson unit.

II. Language Structure (Plural of 'to have')

Refer back to Generalization Note No. 3 in Lesson 8, where we presented the 3 singular forms:-

nina	(I have)
una	(you have)
ana	(he, she has)

The plurals are formed simply on the same pattern by combining the plural pronouns 'tu', 'm', 'wa' with the particle 'na' (meaning with).

tu + na > tuna (we have)
m + na > mna (you have) plural
wa + na > wana (they have)

Thus:	Tuna mkate.	(We have bread.)
	Mna kazi.	(You have work.)
	Wana watoto.	(They have children.)

III. Cultural Note.

In the dialogue and in the narrative we learned about some people going out with their spear to hunt lions. A lion was catching one of their goats. How do people in the plains protect their animals? Are there heavy losses from lions killing cattle?

The losses are not heavy, but precautions have to be taken. During the day two or more young herdsmen will accompany the cattle while grazing. These are usually the nomadic Masai who live by their cattle. They always carry a spear and through practice have become fine marksmen. They do not hesitate to use these spears if a lion should molest the cattle.

During the night the cattle are kept in a circular 'kraal' of branches from thorn trees piled up to 10 ft. high. This enclosure has only one entrance. The huts where people live are nearby. In case of some commotion or attack, the men quickly emerge from the huts, possibly with fire brands, and with their spears are ready to chase the lions away. The thorn enclosure keeps the cattle also safe from stampeding.

In many tribes where the people may have only 2-3 cows and half a dozen goats, they have kept these with them in their huts where they sleep, partitioning off a section of their hut for the animals while sleeping in the other. Let us remember, that the lions were not the only ones to go after the cattle, there were also two-legged cattle thieves, and all possible precautions had to be taken to keep their cattle safe.

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DEFENSE LANGUAGE INSTITUTE

SWAHILI

12 WEEKS COURSE

VOLUME II
LESSONS 12-22

ΠΤΟΛΕΜΑΙΟΣ
DEFENSE LANGUAGE INSTITUTE

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DEPARTMENT OF DEFENSE

SWAHILI

12 WEEKS COURSE
Volume II
Lessons 12-22

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Defense Language Institute

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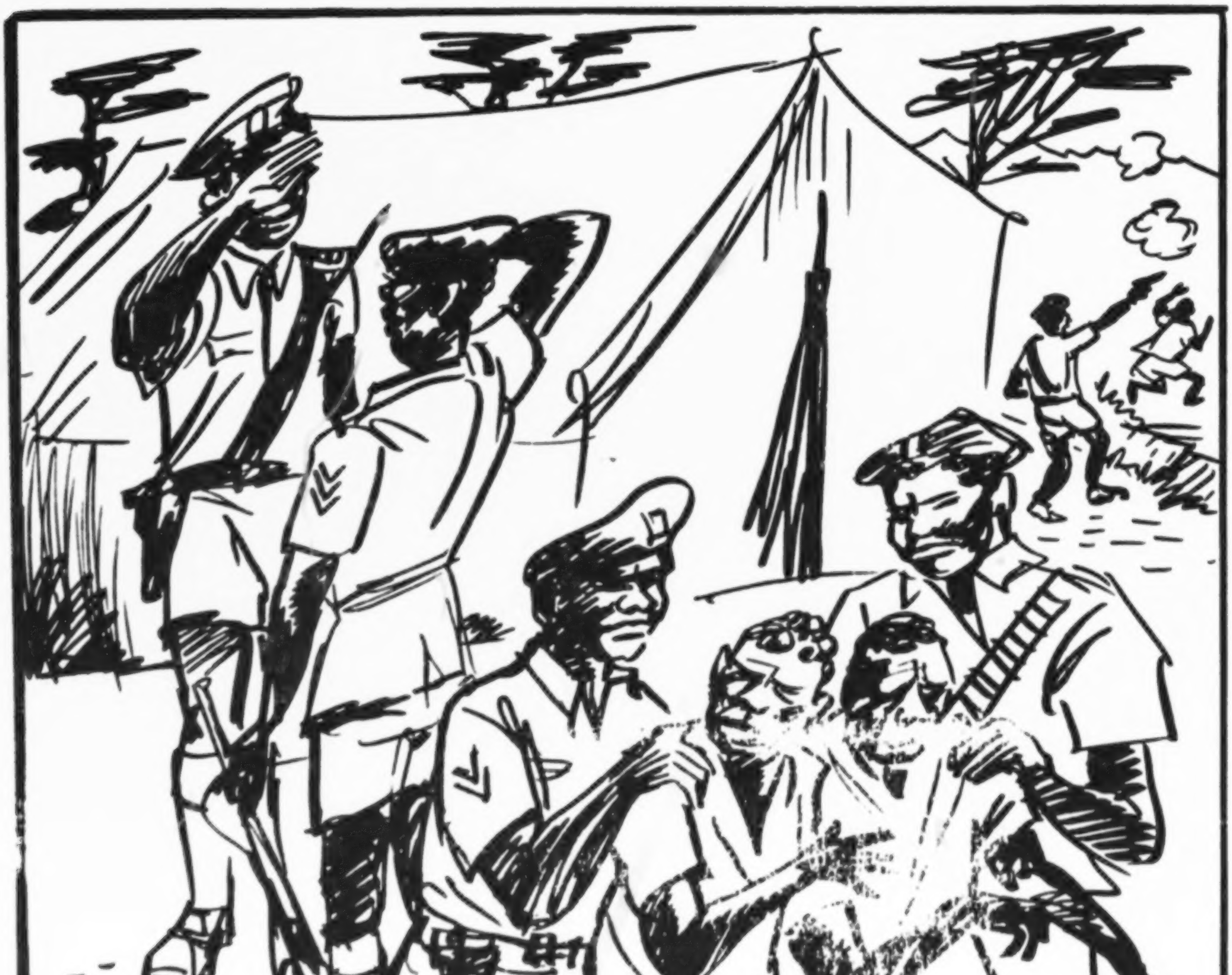
SWAHILI 12 WEEKS COURSE

LESSON 12

LESSON 12



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on weak glottal stops. (Refer to the Generalization of this unit for a fuller explanation of this feature.)

anaangalia	/ana'angalía/
unaingia	/una'ingía/
ninaita	/nina'íta/
tunaona	/tuna'óna/
mnaangalia	/mna'angalía/
wanaiba	/wana'íba/
niliita	/nili'íta/
uliingia	/uli'ingía/
aliangalia	/ali'angalía/
tuliona	/tuli'óna/
mliangalia	/mli'angalía/
waliiba	/wali'íba/

2. Drill on the cluster /mn/.

mna /ḿ̩na/ (a stressed initial 'm')

Mnataka nini?
Mnapenda nini?
Mnakula nini?
Mnafanya nini?

Mnakwenda wapi?
Mnakaa wapi?
Mnatoka wapi?
Mnatembea wapi?

Mnasema sawasawa.
Mnasimama sawasawa.
Mnaketi sawasawa.
Mnafanya sawasawa.

Mnacheza sana.
Mnacheka sana.
Mnachelewa sana.
Mnafurahi sana.

3. Drills on tenses.

a. Ninalinda zamu. Nililinda zamu.

	Ninaona wevi.	Niliona wevi.
	Ninaita askari.	Niliita askari.

b.	Unakamata wevi.	Ulikamata wevi.
	Unafuata wevi.	Ulifuata wevi.
	Unafanya vizuri.	Ulifanya vizuri.
	Ulikamata wevi?	Nilikamata wevi.
	Ulifuata wevi?	Nilifuata wevi.
	Ulifanya vizuri?	Nilifanya vizuri.

c.	Anakwenda.	Alikwenda.
	Anarudi.	Alirudi.
	Anakuja upesi.	Alikuja upesi.
	Alirudi upesi?	Alirudi upesi.
	Alikwenda wapi?	Alikwenda ndani.
	Alifanya nini?	Alikimbia.

d.	Tunapiga ripoti.	Tulipiga ripoti.
	Tunapeleka habari.	Tulipeleka habari.
	Tunalinda zamu.	Tulilinda zamu.
	Tuliona wevi?	Mliona wevi.
	Tulifanya vizuri?	Mlifanya vizuri.
	Tulipiga ripoti?	Mlipiga ripoti.

e.	Mnataka chakula.	Mlitaka chakula.
	Mnafanya vizuri.	Mlifanya vizuri.
	Mnaingia ndani.	Mliingia ndani.
	Wanapiga ripoti.	Walipiga ripoti.
	Wanaita askari.	Waliita askari.
	Wanalinda zamu.	Walilinda zamu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Kimani! I heard that thieves broke in; is that true?

   Yes Sir, I am bringing the report now.

2. Did the thieves enter the tents at night?

   Yes Sir, and they stole rifles.

3. Was Cpl. Mutisu on guard duty?

   Yes, and he saw three thieves running away.

4. What did he do then?

   He called some soldiers and other guards.

5. Were they able to catch the thieves?

   They were able to catch only two.

6. Did one thief get away?

   Yes Sir, one thief jumped over the trench.

7. Who followed that thief?

   The Sgt Major and two Corporals.

8. You did well, go now and return this evening.

   Yes Sir.

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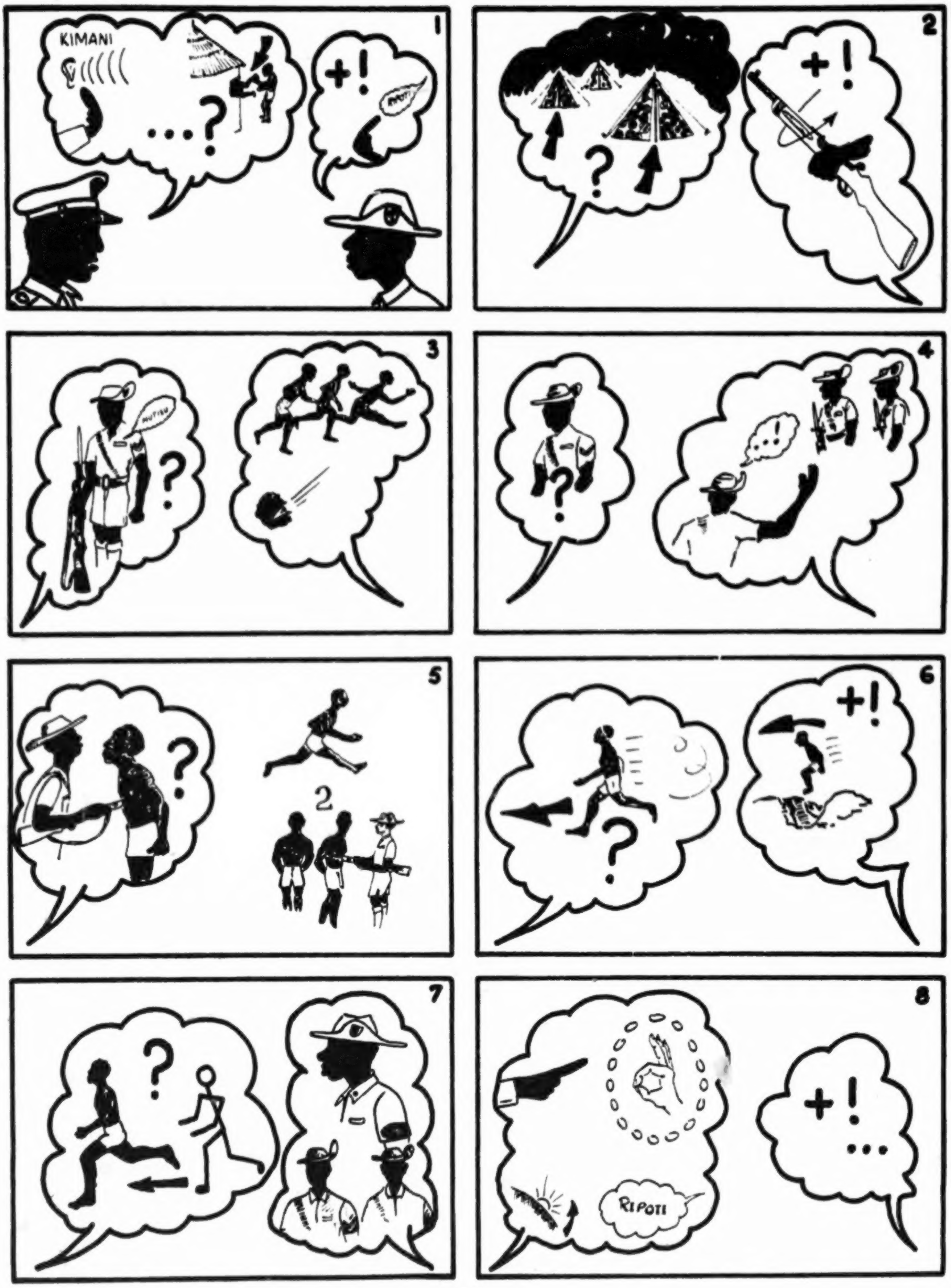

1
KIMANI
...?
+!
RIPOTI
2
?
+!
3
MUTIBU
?
4
?
...!
5
?
2
6
?
+!
7
?
8
RIPOTI
+!
...

2nd PERIOD SWAHILI DIALOGUE LESSON 12

1. Kimani! Nilisikia wevi waliingia, ni kweli?
Ndio, Effendi, ninaleta ripoti sasa.

2. Wevi waliingia ndani ya hema usiku?
Ndio Effendi, na waliiba bunduki.

3. Koplo Mutisu alilinda zamu?
Ndio, na aliona wevi watatu wanatoroka.

4. Alifanya nini halafu?
Aliita askari na walinzi wengine.

5. Waliweza kukamata wevi?
Waliweza kukamata wevi wawili tu.

6. Mwivi mmoja alitoroka?
Ndio Effendi, mwivi mmoja aliruka handaki.

7. Nani alifuata mwivi huyu?
Sajini meja na Koplo wawili.

8. Mlifanya vizuri, nenda sasa na rudi jioni.
Ndio Effendi.

Step 1.

1. Repetition Drill

a. Mimi nilipiga ripoti ya wevi.
Mimi nilipiga ripoti ya wevi.

Juma, Koplo, askari, sisi.

b. Wewe ulipeleka ripoti kwa Kapteni.
Wewe ulipeleka ripoti kwa Kapteni.

Sajini meja, mimi, walinzi.

c. Wevi waliingia usiku.
Wevi waliingia usiku.

mwivi, simba (pl.), askari (s.) Koplo, wageni.

d. Koplo aliona wevi watano.
Koplo aliona wevi watano.

mimi, wewe, mwalimu, ninyi, sisi.

e. Sisi tuliweza kukamata wevi wote.
Sisi tuliweza kukamata wevi wote.

ninyi, walimu, mlinzi, Masai, Wakikuyu.

f. Mwivi mrefu alitoroka.
Mwivi mrefu alitoroka.

watoto, askari, swala (s.), tembo (pl.).

2. Substitution Drill

a. Askari
------ alipiga ripoti usiku.
Askari alipiga ripoti usiku.

mimi, walinzi, mtoto, ninyi, wote.

b. Mimi
---- nilipeleka ripoti kwa Kapteni.
Mimi nilipeleka ripoti kwa Kapteni.

Yusufu, Koplo, walinzi, sisi.

c. Mwivi
----- mrefu alitoroka.
Mwivi mrefu alitoroka.

wevi, askari (pl.), mwanafunzi, mtoto.

d. Watu
---- wabaya waliiba.
Watu wabaya waliiba.

mwivi, walinzi, Mkikuyu, watoto.

e. Koplo
----- alikamata mwivi usiku.
Koplo alikamata mwivi usiku.

mimi, sisi, wewe, ninyi, walinzi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Askari aliweza kukamata mwivi?
2nd: Ndio, alikamata mwivi.

wewe, ninyi, walinzi, Koplo.

b. 1st: Wevi wangapi walitoroka?
2nd: Wevi watatu walitoroka.

wageni, wanafunzi, simba, tembo.

c. 1st: Sajini Meja alilinda zamu?
2nd: La, alikaa katika hema.

Koplo, walinzi, Yusufu, wewe.

d. 1st: Askari walipiga ripoti?
2nd: Ndio, walipiga ripoti usiku.

ninyi, walimu, wewe, Ali.

e. 1st: Wevi waliiba bunduki pia?
2nd: La, waliiba mikuki tu.

Wakikuyu, Masai, wewe, ninyi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe ulisema na Kapteni?
La, nilisema na Koplo.

ninyi, walinzi, askari (s.), Yusufu.

b. Walinzi walikamata wevi wangapi?
Walikamata mwivi mmoja.

askari (pl.), Koplo, ninyi, wewe.

c. Sajini Meja alifuata mwivi?
La, alirudi kupiga ripoti.

Koplo, mlinzi, askari (pl.), ninyi.

d. Ninyi mlilinda zamu jana?
Ndio, wote tulilinda zamu.

Wakikuyu, wewe, ninyi, Koplo.

e. Wevi waliweza kuruka handaki?
Ndio, Effendi, waliruka handaki.

walinzi, askari (s.), wewe, wanafunzi.

f. Wanafunzi wangapi walitoroka?
Wanne tu walitoroka.

wevi, Waswahili, watoto, mbuzi, ndege.

g. Askari walikimbia?
Ndio, wengine walikimbia.

watoto, wanafunzi, mbuzi, simba.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kimani ni askari. Alilinda zamu pamoja na walinzi wengine. Usiku wevi watatu walikuja. Waliingia ndani ya hema na waliiba bunduki. Koplo Mutisu alilinda zamu vilevile. Aliona wevi na aliita walinzi na askari. Walinzi walikuja upesi na walifuata wevi. Wevi walikimbia upesi sana. Mwivi mmoja aliruka handaki na alitoroka.

Walinzi waliweza kukamata wevi wawili. Sajini meja na Koplo wawili walikamata wevi. Halafu Sajini Kimani alipiga ripoti kwa Kapteni. Kapteni alifurahi kusikia ripoti na alisema: "Mlifanya vizuri sana."

Step 2. Questions based on the above narration:

Kimani alifanya nini?
Walinzi wengine walilinda zamu vilevile?
Nani alikuja usiku?
Waliingia ndani ya hema?
Wevi waliiba nini?
Nani aliona wevi?
Koplo Mutisu aliita nani?
Walinzi walikuja upesi?

Walinzi walifuata nani?
Nani alikimbia upesi sana?
Mwivi mmoja alifanya nini?
Walinzi walikamata wevi wangapi?
Nani alipiga ripoti?
Alipiga ripoti kwa nani?
Nani alifurahi kusikia ripoti?
Kapteni alisema nini?

Note: **When answering the above questions, students should do so by using complete sentences.**

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. A series of 2 or 3 vowels is broken by a very slight break or catch in one's breath so that a fresh attack on the next vowel can be made. This is called a glottal stop. In Swahili this occurs usually when the stem of a word begins with a vowel and a prefix containing a vowel is added. We have had that occur with verbs in the following instances:

anaangalia	/ana'angalía/
ninaingia	/nina'ingía/
unaita	/una'íta/
wanaona	/wana'óna/
tuliona	/tuli'óna/
niliangalia	/nili'angalía/
mliingia	/mli'ingía/

Take note, however, that this little catch or glottal is very weak in Swahili and in rapid speech may hardly be noticeable.

2. The initial cluster /mn/ occurs with the use of the plural pronoun 'you' which in Swahili is 'm'. In a very short word this 'm' takes the position of a syllable and is stressed.

(stressed)	mna	/ḿ̩na/	(you have)
(unstressed)	mnataka	/mnatáka/	(you want)

II. Language Structure (The Past Tense)

In Lesson 3 you were introduced to the way in which the present tense is formed by using the present tense indicator NA as a prefix.

In this lesson you have been introduced to the past tense. The past tense prefix LI is used in place of NA when indicating the past tense.

ni	LI	kamata
u		rudi
a		fanya
tu		ona
m		tengeneza
wa		sikia

Here are a few examples:

ni-li-kamata	nilikamata	(I caught)
u-li-rudi	ulirudi	(you returned)
a-li-fanya	alifanya	(he, she did)
tu-li-ona	tuliona	(we saw)
m-li-tengeneza	mlitengeneza	(you prepared)
wa-li-sikia	walisikia	(they heard)

III. Cultural Note

The military set up in East Africa is modelled after the British Army. The African Army units bear the name of King's African Rifles (K.A.R.). Units of the K.A.R. served with distinction during the last world war, both in the Middle East and in Burma.

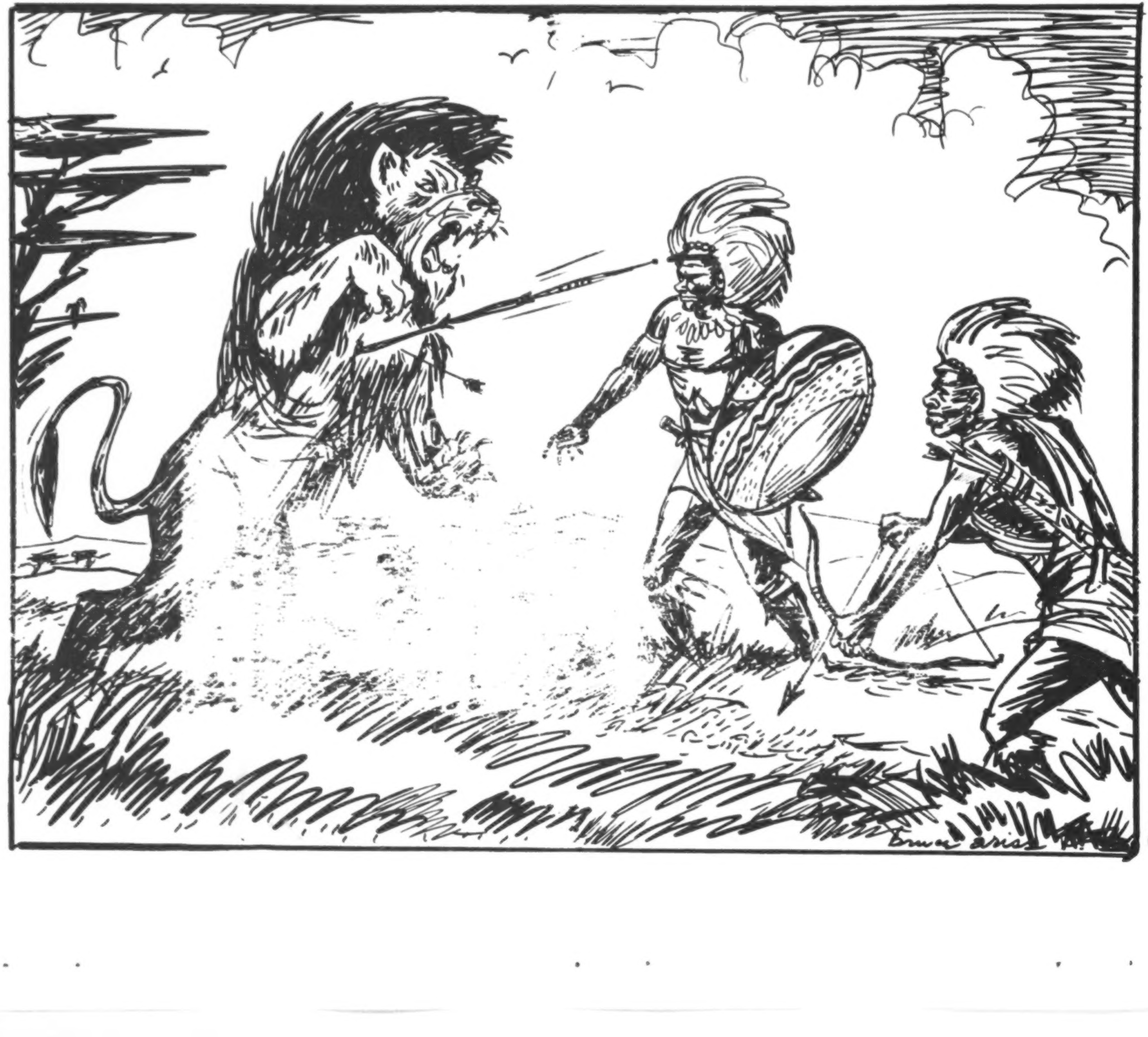
The ranks are those of the British Army, and the uniform is khaki, and because of a warmer climate, khaki shorts are standard.

The dialogue and narrative depicted a little scene from a unit encamped somewhere in the bush. Some thieves break in during the night and the attempt of those on guard duty to apprehend them.

SWAHILI 12 WEEKS COURSE

LESSON 13

LESSON 13



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on initial vowel sounds with a slight catch or glottal stop.

/a/	/e/	/i/	/o/	/u/
ana	effendi	ita	ona	ua
Ali	ema	iba	ondoka	una
asante		ingia	ogopa	upesi
angalia				usiku

2. Drill on the clusters /nn/ and /nǰ/.

/nn/ nne /ṇ́ne/ wanne /wánie/

watu wanne, watoto wanne
miti minne, mikate minne

/nǰ/	nje	/ṇ́ǰe/	(outside)
	njoo	/nǰóo/	(come !)
	njema	/nǰéma/	(good)

Anasimama nje.
Njoo hapa!
Habari njema.

See Generalization for more information on the /ǰ/.

3. The /h/ sound is like in English.

hapa	Anakaa hapa. Njoo hapa!
huyu	Mtu huyu. Mbuzi huyu.
hodi	"Hodi!" "Karibu".
habari	Habari gani? Habari njema.
Swahili	Ninasema Kiswahili.

4. a. Verb 'to be'.

present	past
Simba ni mkali.	Simba alikuwa mkali.
Twiga ni mrefu.	Twiga alikuwa mrefu.
Yeye ni mzima.	Yeye alikuwa mzima.
Wao ni askari.	Wao walikuwa askari.
Ninyi ni hodari.	Ninyi mlikuwa hodari.

Develop more drills on the above pattern utilizing old and new vocabulary.

b. Verb 'to have'.

present	past
Mlinzi ana mkuki.	Mlinzi alikuwa na mkuki.
Mtoto ana chakula.	Mtoto alikuwa na chakula.
Wewe una mishale.	Wewe ulikuwa na mishale.
Nina watoto.	Nilikuwa na watoto.
Tuna mikate.	Tulikuwa na mikate.
Watu wana furaha.	Watu walikuwa na furaha.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

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1. Where did you go yesterday?
I left to hunt in the bush.

2. Did you go along with Maina?
Yes, I had some poison arrows.

3. How many spears did you have?
We had five spears.

4. Did you also have many arrows?
Yes, I had plenty of arrows.

5. Were you able to see many lions?
We saw two lions and they had cubs.

6. Say, were you afraid of these lions?
No, because we had weapons.

7. Does Maina have as good an aim as you?
Yes, he is very capable, he killed one lion.

8. I am glad to hear that. Good bye, pal.
Thanks, greet mother and the children.

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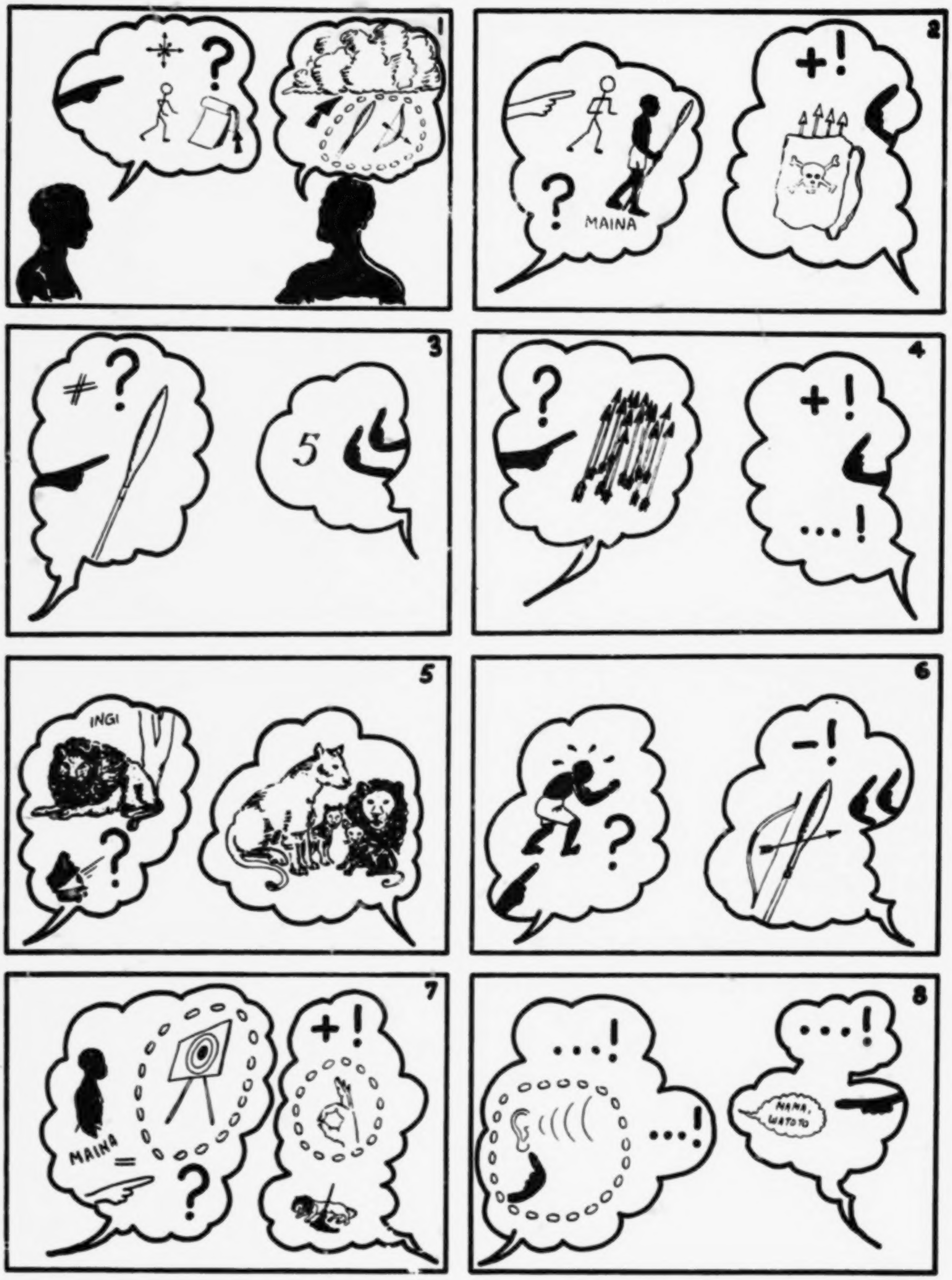

1
?
2
?
MAINA
+!
3
#?
5
4
?
+!
...!
5
INGI
?
6
?
–!
7
MAINA
=
?
+!
8
...!
...!
...!
NAMA, WATOTO

2nd PERIOD SWAHILI DIALOGUE LESSON 13

1. Ulikwenda wapi jana?

Niliondoka kuwinda porini.

2. Ulifuatana na Maina?

Ndio, nilikuwa na mishale ya sumu.

3. Mlikuwa na mikuki mingapi?

Tulikuwa na mikuki mitano.

4. Wewe ulikuwa na mishale mingi?

Ndio, nilikuwa na mishale tele.

5. Mliweza kuona simba wengi?

Tuliona simba wawili, na walikuwa na watoto.

6. Je, mliogopa simba hawa?

La, kwa sababu tulikuwa na silaha.

7. Maina ana shabaha kama wewe?

Ndio, yeye hodari sana, aliua simba mmoja.

8. Nina furaha kusikia vile. Kwa heri rafiki.

Asante, salimia mama na watoto.

Step 1.

1. Repetition Drill

a. Mimi nina mshale wa sumu.
Mimi nina mshale wa sumu.

wewe, sisi, ninyi, Wamasai, wageni.

b. Ninyi mlikuwa na silaha.
Ninyi mlikuwa na silaha.

sisi, Mswahili, wevi, mlinzi, Koplo.

c. Mtoto simba alitoroka vilevile.
Mtoto simba alitoroka vilevile.

watoto simba, mtoto swala, watoto tembo.

d. Mimi nina furaha kusikia vile.
Mimi nina furaha kusikia vile.

wewe, sisi, watoto, mwalimu, ninyi.

e. Walinzi wana bunduki.
Walinzi wana bunduki.

sisi, ninyi, wewe, mwalimu.

f. Mimi niliondoka kuwinda porini.
Mimi niliondoka kuwinda porini.

yeye, Wamasai, Mkikuyu, wageni.

2. Substitution Drill

a. Wamasai
------- walikuwa na mikuki tele.
Wamasai walikuwa na mikuki tele.

Mkikuyu, sisi, wewe, ninyi.

b. Mimi
---- nilifuatana na Maina.
Mimi nilifuatana na Maina.

wewe, ninyi, sisi, walinzi.

c. Yusufu
------ ana shabaha kama wewe.
Yusufu ana shabaha kama wewe.

walinzi, sisi, Masai, mimi.

d. Mtoto
----- alikuwa na mishale ya sumu.
Mtoto alikuwa na mishale ya sumu.

wote, Wakikuyu, askari, walinzi.

e. Mlinzi
------ alileta mikuki minane.
Mlinzi alileta mikuki minane.

mimi, wewe, sisi, Wakikuyu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 13

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe ulikwenda wapi jana?
2nd: Niliondoka kuwinda.

walinzi, ninyi, Yusufu, Wakikuyu.

b. 1st: Maina alifuatana na nani?
2nd: Alifuatana na Juma.

wewe, ninyi, wanafunzi, mwalimu.

c. 1st: Ninyi mlikuwa na mishale pia?
2nd: Ndio, tulikuwa na mishale.

wewe, walinzi, askari (s.), mgeni.

d. 1st: Wewe unaogopa simba?
2nd: La, kwa sababu nina silaha.

ninyi, mwanafunzi, Yusufu, Wamasai.

e. 1st: Juma aliwinda wapi jana?
2nd: Aliwinda porini.

Mkikuyu, Wamasai, ninyi, wewe.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe ulikwenda wapi jana?
Nilikwenda kuwinda porini.

ninyi, Wamasai, Yusufu.

b. Yusufu alifuatana na nani porini?
Alifuatana na Maina.

mlinzi, wazee, wewe, mtoto.

c. Ninyi mlikuwa na mishale mingapi?
Tulikuwa na mishale minne.

walinzi, Mkikuyu, Maina, wewe.

d. Wageni waliwinda simba?
Ndio, na waliua wawili.

wewe, ninyi, walinzi, askari (s.).

e. Simba wangapi walitoroka?
Wote walitoroka.

wanafunzi, wageni, Waswahili, mbuzi.

f. Wewe ulikamata swala?
La, nilikamata mtoto swala.

ninyi, Wamasai, Maina, mlinzi.

g. Wamasai hawa wanataka kuwinda?
Ndio, wanataka kuwinda simba.

Wakikuyu, mlinzi, mgeni, wewe.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Rafiki yangu anapenda kuwinda. Aliondoka asubuhi sana pamoja na rafiki yake Maina, na walikwenda porini kutafuta simba. Walichukua silaha kama mikuki na mishale. Mikuki ilikuwa mikali sana na mishale ilikuwa na sumu.

Kule porini waliona simba wawili, mmoja alikuwa mama na alikuwa na watoto. Maina alikuwa mtu hodari na alilenga shabaha kwa mkuki. Aliweza kuua simba mmoja. Yule mwingine alikimbia pamoja na watoto wake.

Hivi watu hawa walifuatana pamoja porini kutoka asubuhi hata jioni. Walirudi kwa furaha sababu waliweza kuua simba.

Step 2. Questions based on the above narration:

Nani anapenda kuwinda?
Walikwenda wapi kutafuta simba?
Waliondoka asubuhi au jioni?
Walichukua silaha gani?
Mishale ilikuwa na nini?
Waliona simba wangapi porini?
Mama simba alikuwa na nini?

Nani aliua simba mkubwa?
Alikuwa mtu hodari?
Aliweza kulenga shabaha vizuri?
Aliua simba kwa silaha gani?
Simba mwingine alifanya nini?
Watu hawa walifuatana pamoja wapi?
Walifurahi halafu?
Kwa nini walifurahi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. The 'h' is pronounced very much like in English. The 'h' is not throaty or harsh, even in words of Arabic origin. It is produced with medium force in expelling air as in: house, hill, happy. Swahili examples: Swahili, hapa, huyu, habari, hodi.

2. The cluster of a double 'nn' so far has been used once in the number 4, 'nne'. Standing alone like that the first 'n' functioning as the syllable next to the last, it would be stressed /ṇ́ne/. Listen to your instructor carefully. Now take note, when a prefix is added to such a word like in: watu wanne (4 people), then the double 'nn' is sounded like one long 'n' and the accent falls on the 'a' /wán:e/.

3. In the cluster 'nj' /nǰ/ the 'j' has a different sound than in 'jambo, Juma, jina, jirani, mji, moja', etc. It is like the sound we have in English as in: jam, general, engine, manger. So remember that when the 'j' is preceded by an 'n' it has a different sound from a /d'/ as in 'jambo' /d'ámbo/ and sounds like a /ǰ/ as in /nǰóo/ or the English 'engine' /énǰɨn/.

4. In the preceding lesson we learned a little about that catch before a vowel called a glottal stop. When sounding a vowel at the beginning of a word there is also a slight catch as the vowel is pronounced. One of the drills in the 1st Period exemplified this:- ana, una, ingia, ona, effendi.

II. Language Structure (Verbs 'to be' and 'to have')

1. In Swahili these two verbs are closely related because the concept of having or possessing something is based on 'being with something'. Thus our idea of having, using the verb 'to have' would not hold true in Swahili. We have to use the verb 'to be' and add the particle 'na' (meaning: with).

2. The verb 'to be' in Swahili is kuwa. However, in the present tense the non-variable particle 'ni' is used. Thus we have:-

mimi ni	(I am)
wewe ni	(you are)
yeye ni	(he, she is)
sisi ni	(we are)
ninyi ni	(you are) pl.
wao ni	(they are)

3. The verb 'to have' is formed by the use of the short pronouns plus 'na'. This has also been explained in Lesson 8.

(mimi)	nina	(I have)
(wewe)	una	(you have)
(yeye)	ana	(he, she has)
(sisi)	tuna	(we have)
(ninyi)	mna	(you have) pl.
(wao)	wana	(they have)

4. When using other tenses, as we have learned to use the past tense with the prefix LI, we use 'kuwa' systematically.

nilikuwa	(I was)
ulikuwa	(you were)
alikuwa	(he, she was)
tulikuwa	(we were)
mlikuwa	(you were) pl.
walikuwa	(they were)

nilikuwa na	(I had)
ulikuwa na	(you had)
alikuwa na	(he, she had)
tulikuwa na	(we had)
mlikuwa na	(you had) pl.
walikuwa na	(they had)

III. Cultural Note

Hunting is a favorite and exciting pastime for many people, especially for Africans. There is always the promise of excitement and possibly meat. If a lion has been killed, this may be followed by festivities; dancing to their drums.

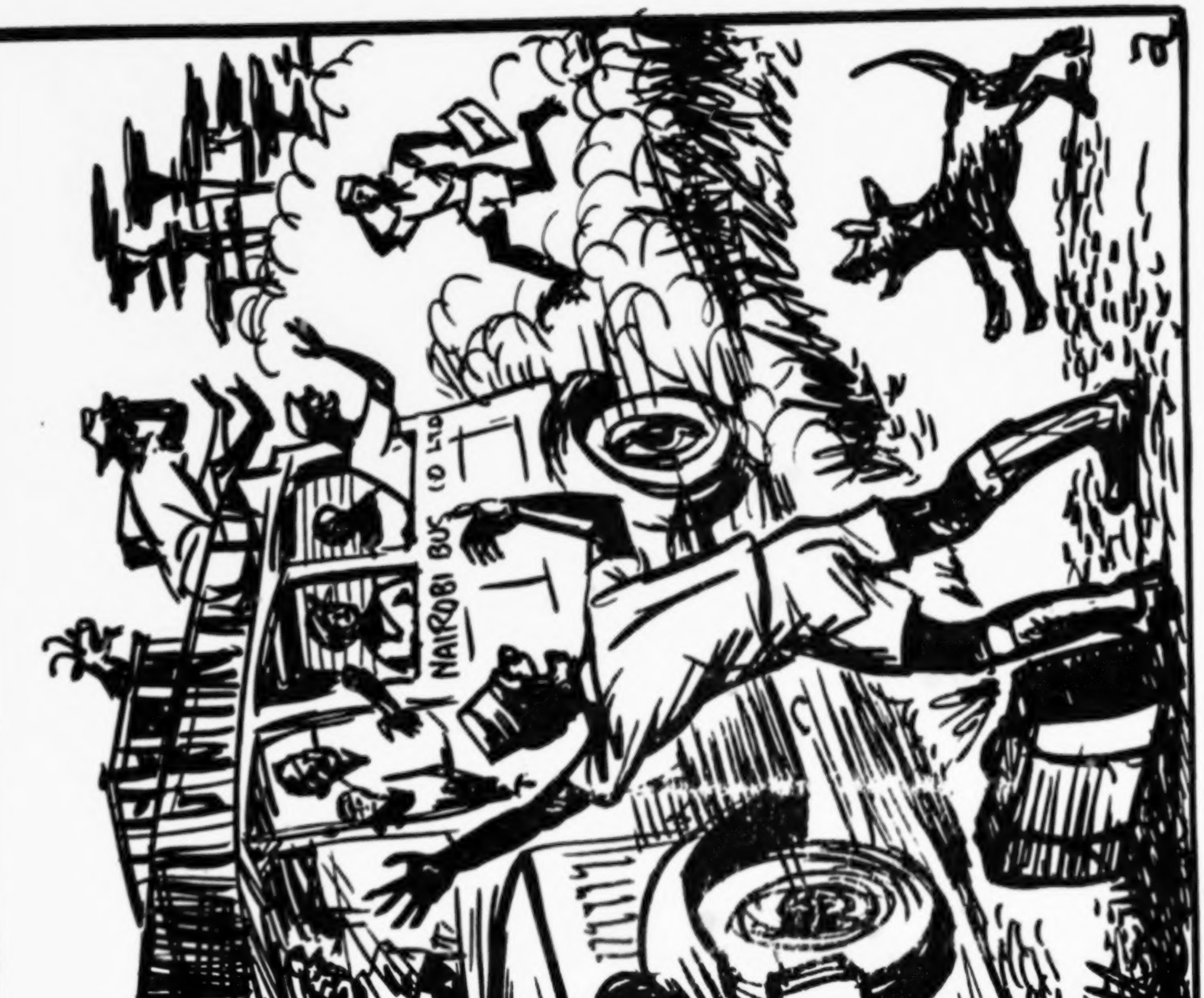
Very few Africans use firearms. They still rely on the silent and swift poison arrow or the spear. They are also excellent trackers and many can pick out the spoor where we would be completely lost.

Chances are that during the night the lion will have had his food and will settle down to rest during the day. Thus an early morning hunter will find the lion in a more relaxed mood, and perhaps a more vulnerable target.

SWAHILI 12 WEEKS COURSE

LESSON 14

LESSON 14


BUS STOP
JINJA
Kampala
Makerere College
NAIROBI BUS CO LTD

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Introducing the glide /y/. See Generalization for description of this feature.

   ndivyo (it is so) sivyo (it is not so)

   Ex. Unapenda chai, sivyo? Ndivyo, asante.
   Utakwenda mjini, sivyo? Ndivyo, nitakwenda.

2. The clusters /mp/ and /mb/ have been explained in the Generalization as well.

   /mp/ mpaka, Kampala

   /mb/ mbaya, simba, mwembamba, kimbia, mbele, nyumba, tembea, tembo

   Ex. Nilisafiri mpaka Kampala.
   Simba mbaya alikimbia.
   Tembo anatembea pale.
   Mti mwembamba mbele ya nyumba.

   More utterances and drills can be presented on similar lines by recombination.

3. Drill on intonation patterns with interrogatives:

   Nani? (Who?) Nini? (What?) Wapi? (Where?)

   3 -́ -
   Nani huyu?
   1 -́ ↘

   3 -́ ↘
   Huyu nani?
   1 -́ -

3 ´ -
Nini hii?
1 ↘

3 ´ ↘
Hii nini?
1 -

3 ´ -
Wapi mtoto?
1 - ´ ↘

3 ´ ↘
Mtoto anakaa wapi?
1 ´ - - - -

4. Future tense prefix TA.

a.	Nitafika kesho?	Utafika tu.
	Utasafiri kesho?	Ndio, nitasafiri kesho.
	Atanunua chakula leo?	Ndio, atanunua.
	Atarudi leo?	Ndio, atarudi leo.
b.	Ninatengeneza.	Nitatengeneza.
	Anarudi sasa.	Atarudi leo.
	Tunakula.	Tutakula.
	Wanacheza.	Watacheza.
c.	Nilisafiri.	Nitasafiri.
	Ulifunga mizigo.	Utafunga mizigo.
	Alifika salama.	Atafika salama.
	Mlifuata barabara.	Mtafuata barabara.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Tomorrow I'll go on a trip.

   Really? Where are you going to?

2. I'll travel to Uganda.

   My! I'll go along with you.

3. O.K., pack up now.

   Will we travel by car?

4. Yes, we'll get to Jinja day after tomorrow.

   We'll see the source of the river Nile, won't we?

5. Yes, the (Nile) starts in Uganda and flows on to Egypt.

   Where else will we go to?

6. We'll follow the highway to Kampala.

   Is this the big city (capital) of Uganda?

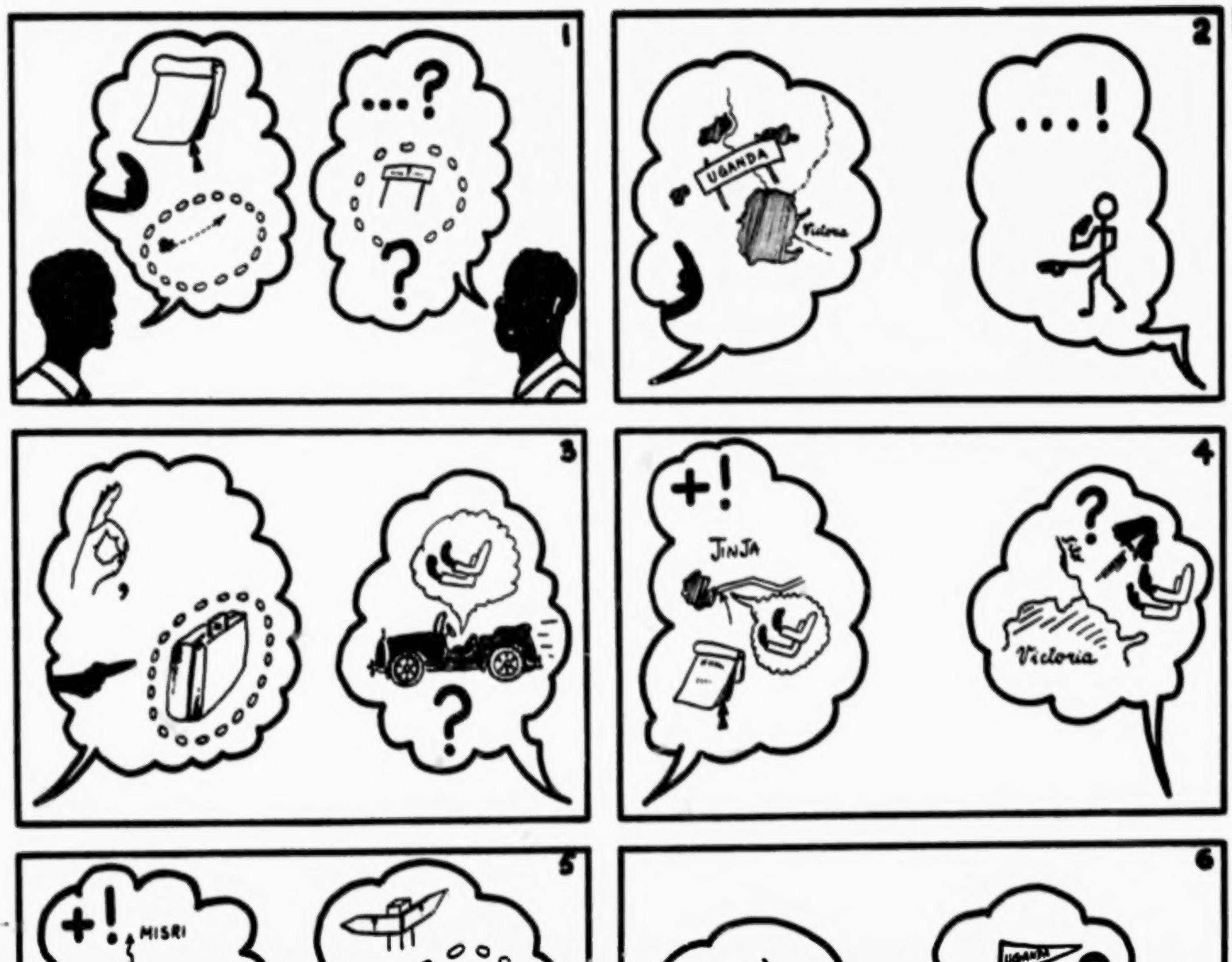
7. Kampala is the capital of Uganda.

   Will we see here the big E. African school?

8. Yes, we shall see Makerere College.

   O.K., we shall start tomorrow morning.

14


1
...?
?
2
UGANDA
Victoria
...!
3
,
?
4
+!
JINJA
?
Victoria
5
+!
MISRI
Albert
UGANDA
JINJA
Victoria
?
6
KAMPALA
JINJA
Victoria
UGANDA
?
KAMPALA
7
UGANDA
!
KAMPALA
?
8
+!
MAKERERE

1. Kesho nitakwenda safari.
   Kweli? Utasafiri wapi?

2. Nitasafiri Uganda.
   Lo! Nitafuatana pamoja na wewe.

3. Haya, funga mizigo sasa.
   Tutasafiri kwa motokaa?

4. Ndio, tutafika Jinja kesho kutwa.
   Tutaona mwanzo wa mto Nilo, sivyo?

5. Ndivyo, unaanza Uganda na unakwenda mpaka Misri.
   Tutaendelea wapi tena?

6. Tutafuata barabara mpaka Kampala.
   Huu ni mji mkubwa wa Uganda?

7. Kampala ni mji mkubwa wa Uganda.
   Hapa tutaona skuli kubwa ya Afrika ya Mashariki?

8. Ndio, tutaona Makerere College.
   Basi tutaanza safari kesho asubuhi.

Step 1.

1. Repetition Drill

a. Mimi nitakwenda safari kesho.
Mimi nitakwenda safari kesho.

wewe, walimu, watoto, sisi.

b. Sisi tutasafiri kwa motokaa.
Sisi tutasafiri kwa motokaa.

ninyi, walinzi, mwanafunzi.

c. Wewe utafika Nairobi kesho kutwa.
Wewe utafika Nairobi kesho kutwa.

hawa, ninyi, walimu, Wamasai, baba.

d. Wakikuyu walifuata barabara mpaka Jinja.
Wakikuyu walifuata barabara mpaka Jinja.

Mswahili, mtoto, wevi, ninyi.

e. Mimi nitafunga mizigo kesho.
Mimi nitafunga mizigo kesho.

Yusufu, wanafunzi, wewe, ninyi.

f. Sisi tutaanza safari asubuhi.
Sisi tutaanza safari asubuhi.

walimu, Mkikuyu, wewe, Waswahili.

2. Substitution Drill

a. Maina
----- atakwenda safari kesho.
Maina atakwenda safari kesho.

wewe, Mkikuyu, walimu, sisi.

b. Sisi
---- tutasafiri kwa motokaa.
Sisi tutasafiri kwa motokaa.

ninyi, wageni, mtoto.

c. Wageni
------ watafika Nairobi kesho.
Wageni watafika Nairobi kesho.

ninyi, mwanafunzi, sisi, mimi.

d. Wewe
---- utafuata barabara mpaka Jinja.
Wewe utafuata barabara mpaka Jinja.

mgeni, mimi, walimu, Wamasai.

e. Mimi
---- nitafuatana na walinzi.
Mimi nitafuatana na walinzi.

Maina, Wakikuyu, ninyi, wewe.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe utasafiri wapi kesho?
2nd: Nitasafiri Kampala kesho.

-lala, -fanya kazi, -kwenda, -fika.

b. 1st: Maina alifuatana na nani?
2nd: Alifuatana na mlinzi.

wewe, mimi, watoto, Mkikuyu.

c. 1st: Wakikuyu watafika Nairobi kesho?
2nd: Ndio, na watalala mjini.

mwalimu, Masai, wewe, wanafunzi.

d. 1st: Ninyi mtaanza safari kesho?
2nd: Ndio, tutaanza safari kesho.

wageni, Mswahili, Ali, wewe.

e. 1st: Wewe utafunga safari vilevile?
2nd: Ndio, nitafunga safari.

mama, rafiki, wanafunzi, ninyi.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe utakwenda wapi?
Nitakwenda Kampala.

wageni, Juma, mtoto, sisi.

b. Wakikuyu watafika Nairobi?
Ndio, watafika Nairobi kesho.

Mkikuyu, ninyi, Wamasai, wewe.

c. Masai atafunga mizigo?
Ndio, atafunga mizigo jioni.

ninyi, mtoto, wazee, mwanafunzi.

d. Ninyi mtafuatana na nani?
Tutafuatana na walinzi.

Maina, wewe, sisi, wageni.

e. Ninyi mlifuata barabara?
Ndio, tulifuata barabara.

wewe, mtoto, walimu.

f. Wageni walisafiri wapi?
Walisafiri Nairobi.

askari (s.), wanafunzi, mtoto.

g. Nairobi ni mji mzuri?
Ndio, ni mji mzuri sana.

Entebbe, Kampala, Jinja.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Salimu anakaa Nairobi na sasa anaona Kimani anakuja. Yeye anafurahi sababu Kimani ni rafiki na labda atasafiri pamoja na yeye kwenda Uganda.

Kimani anataka kufuatana pamoja na Salimu na alisema atafunga mizigo upesi. Rafiki hawa wawili watafika Jinja kesho kutwa. Barabara ni mzuri kutoka Nairobi mpaka Kampala.

Pale Jinja wataona mwanzo wa mto mrefu Nilo. Mto huu unakwenda mpaka misri. Ni mto mrefu sana. Kutoka Jinja watafuata barabara mpaka Kampala. Kampala ni mji mkubwa wa Uganda. Watu wengi wanakaa katika mji huu mkubwa. Skuli kubwa, Makerere College, ni pale Kampala vilevile.

Step 2. Questions based on the above narration:

Nani anakaa Nairobi?
Sababu anafurahi?
Kimani anapenda kwenda Uganda?
Yeye ni rafiki ya Salimu?

Rafiki wanasafiri kwa miguu?
Watafika katika mji gani kwanza?
Pale Jinja wataona nini?
Mto gani ni mrefu sana?
Unakwenda mpaka wapi?

Kutoka Jinja watafuatana wapi?
Nini mji mkubwa wa Uganda?
Watu wengi wanakaa Kampala?
Nini skuli kubwa ya Afrika ya Mashariki?
Barabara kutoka Nairobi mpaka Kampala ni mzuri?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. In Swahili the /y/ should be regarded more as a semi-consonant rather than a semi-vowel. It is always followed by a vowel and together with it forms a syllable. Occasionally we get the sequence of a consonant + y + vowel. When this happens then the 'y' is regarded as a glide by which one glides more easily from the consonant into the vowel. We have an instance of this in this lesson with the words 'ndivyo' and 'sivyo'. Listen carefully as the instructor demonstrates this feature.

2. The clusters /mp/ and /mb/ have this in common: both consonants which make up the clusters are produced by the lips. There is a close relationship between the two sounds of the cluster, so much so that if the 'm' were unduly shortened there would be only one sound with a nasal quality, a pre-nasalized /p/ and /b/. As far as Swahili is concerned, the 'm' receives enough attention so that the /mp/ and /mb/ can still be regarded as clusters.

3. Question intonation varies when interrogatives (question words) are used and these are used in different positions.

   Nani? (Who?) Nini? (What?) Wapi? (Where?) can be used in place of a noun, and so can be at the beginning or end:

   3 -́ -

   Nani huyu?

   1 -́ ↘

   3 -́ ↘

   Huyu nani?

   1 -́ -

3 -́ -
Nini hii?
1 ↘

3 -́ ↘
Hii nini?
1 -

3 -́ -
Wapi mtoto?
1 - -́ ↘

3 -́ ↘
Mtoto anakaa wapi?
1 -́ - - -́ -

Notice in the above examples how the peak of intonation (3) has been at the point where the interrogative occurs in the phrase. Make a note of this.

II. Language Structure

The future tense is formed by the use of the prefix TA following the same pattern as the present and past tenses. Compare these patterns:-

(present)	ninapenda	(I like)
(past)	nilipenda	(I liked)
(future)	nitapenda	(I shall like)

III. Cultural Note

By Treaty and Agreement the territory of Uganda became a British Protectorate in 1900. In October, 1962, Uganda achieved her independence.

There has been considerable progress in Uganda during the past half century. The capital, Kampala, is a fine city and boasts the first college in East Africa. It is affiliated with the University of London and has established a good name. This is Makerere College.

On the Western boundary we have the ever attractive Mountains of the Moon with snow-covered Mt. Ruwenzori the highest peak. In the forests near Lake Kivu in the same area is the well known haunt of the gorilla apes. Much of the Southern boundary consists of the Northern portion of Lake Victoria. Entebbe is one of the main ports on the lake as well as a fine airport. The source of the river Nile (White Nile) is at another Lake port, Jinja. As the Nile gathers momentum flowing to Egypt it flows through a gorge where a dam has been built with a tremendous hydro-electric plant supplying electricity to a great portion of the country.

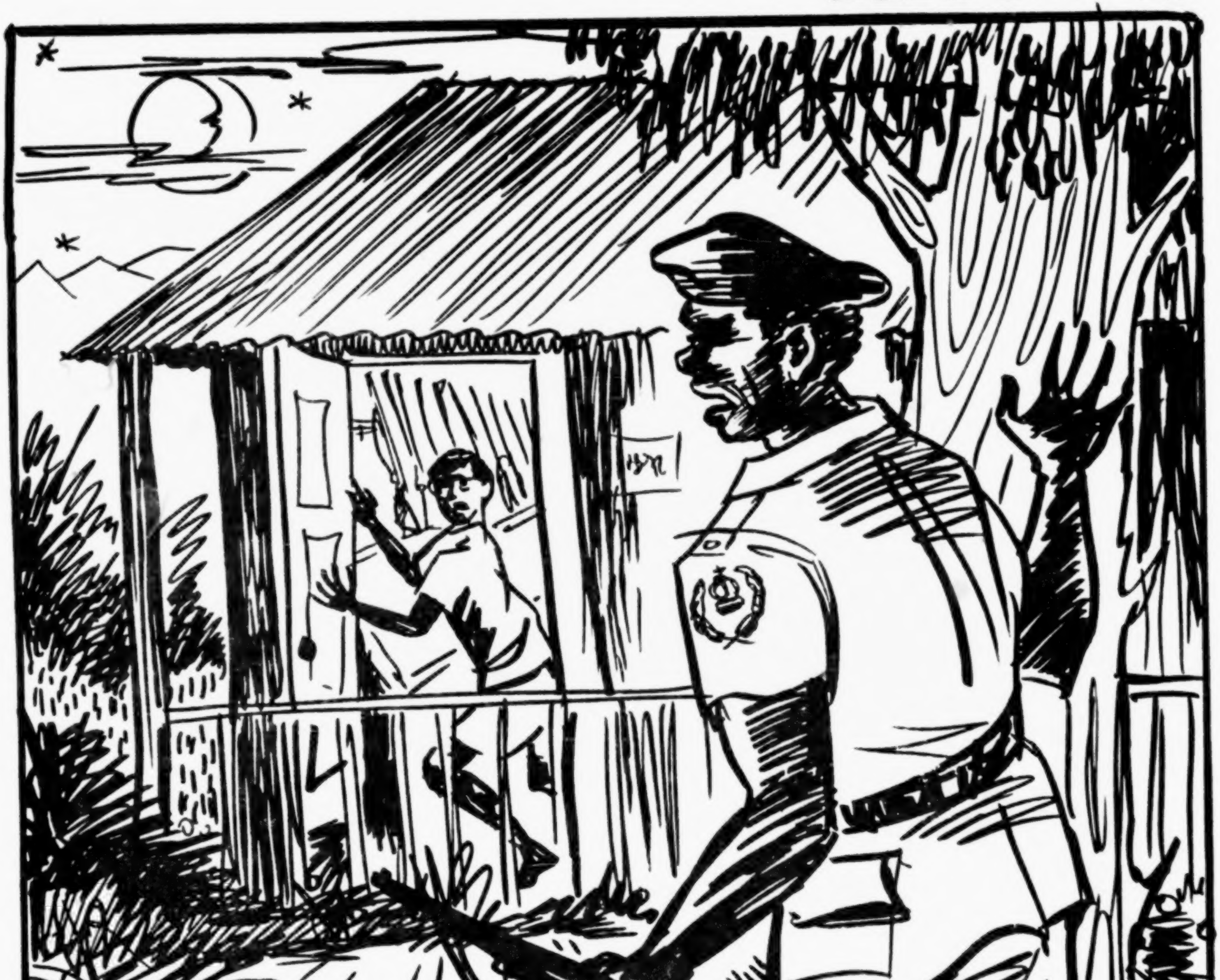
The main highways in Uganda are paved, and among the main crops and industries are: sugar growing and refineries, tea plantations, cotton, and fish from the lake.

The population of Uganda is between 6-7 million. The main tribal dialect is Luganda. Swahili is understood throughout Uganda. One of the headquarters of the Inter-Territorial Swahili Language Committee is at Makerere College in Kampala.

SWAHILI 12 WEEKS COURSE

LESSON 15

LESSON 15



1st PERIOD PERCEPTION DRILL LESSON 15

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on glides /y/ and /w/.

   a. /y/ Aliingia kimya, sivyo?
   Ndivyo, aliingia kimya.

   Vyakula ni vizuri, sivyo?
   Ndivyo, ni vyakula vizuri.

   Vyakula katika vyumba vidogo.

   Wakati wa kimya.

   b. /w/ Bwana alikwenda, kweli?

   Alikwenda kwa mwalimu.

   Mwalimu na mwanafunzi.

   Mwivi aliingia kwanza.

   Mwanafunzi si mwivi.

2. Use of Prepositions.

   Weka chini ya kitanda!
   Anakaa chini ya mti.
   Ndege ni juu ya mti.
   Anaketi juu ya kiti.

   Ndani ya nyumba.
   Ndani ya motokaa.
   Katika nyumba.
   Katika motokaa.

Kando ya mlima.
Kando ya mto.
Karibu na mti.
Karibu na mlango.

Nyuma ya mlango.
Mbele ya mlango.
Pamoja na rafiki.
Kwenda kwa miguu!

3. Use of Adverbs.

Acha sasa!
Fanya halafu!
Rudi leo!
Nenda kesho!

Aliingia kwa siri.
Alifaulu vizuri. (sana)
Anachelewa sana.
Anapeleka polepole. (sana)

Walifanya upesi. (sana)
Walikula kwanza.
Kabla ya saa moja.
Baada ya saa moja.

Tuliamka asubuhi.
Tulilala jioni.
Tutawinda pia.
Nawa mikono vilevile.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Hello, Sgt. Major! What news do you have today?

   I caught a spy last night.

2. Where was he?

   He entered the rifle weapons room secretly.

3. Did the guard leave the door open, or what?

   Sir, this spy had a key.

4. Did he steal any weapons after entering?

   No, I heard a sound then left quietly to see.

5. Did you catch this spy in the room?

   No, I waited outside behind a tree.

6. What did you do then?

   I caught the spy when he was coming out.

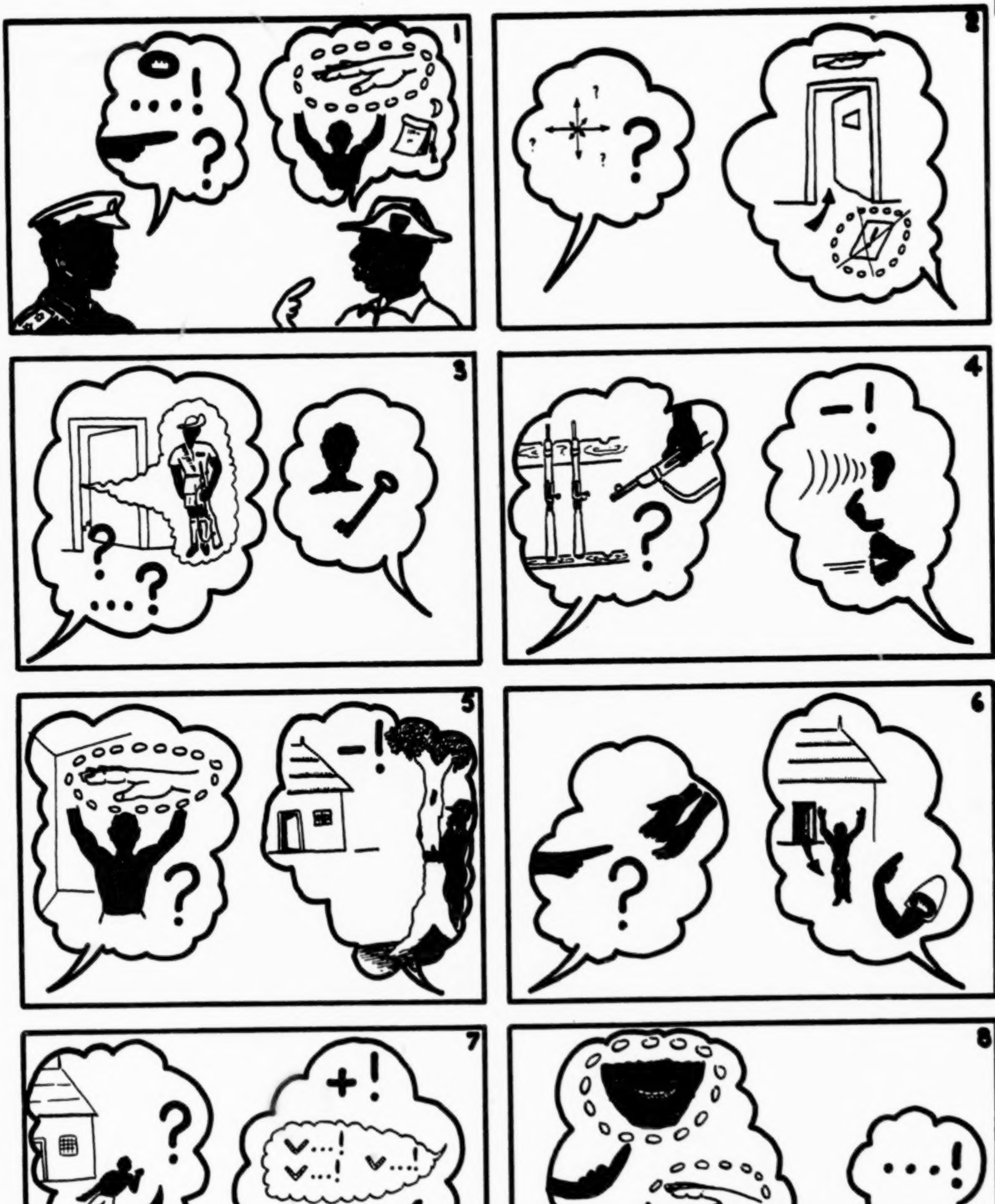
7. Did he try to get away?

   Yes, Sir, but I called the soldiers to help.

8. I am glad you succeeded to catch an enemy spy.

   Thank you, Sir!

15



1. Jambo Sajini Meja! Una habari gani leo?

   Nilikamata mpelelezi jana usiku.

2. Alikuwa wapi?

   Aliingia ndani ya chumba cha silaha kwa siri.

3. Mlinzi aliacha mlango wazi au nini?

   Effendi, mpelezi huyu alikuwa na ufunguo.

4. Aliiba silaha baada ya kuingia?

   La, nilisikia sauti halafu niliondoka kimya kuangalia.

5. Ulikamata mpelelezi huyu katika chumba?

   La, nilingoja nje nyuma ya mti.

6. Ulifanya nini halafu?

   Nilikamata mpelelezi wakati anatoka nje.

7. Alijaribu kutoroka?

   Ndio, Effendi, lakini niliita askari kusaidia.

8. Ninafurahi ulifaulu kukamata mpelelezi wa adui.

   Asante, Effendi!

Step 1.

1. Repetition Drill

a. Mimi nilisimama nyuma ya mlango.
Mimi nilisimama nyuma ya mlango.

sisi, ninyi, watoto, mwanafunzi.

b. Sajini Meja atafika baada ya saa moja.
Sajini Meja atafika baada ya saa moja.

walinzi, ninyi, wewe, Mkikuyu.

c. Mlinzi aliacha mlango wazi.
Mlinzi aliacha mlango wazi.

wapelelezi, ninyi, mwalimu, wewe.

d. Wevi wataingia ndani ya chumba.
Wevi wataingia ndani ya chumba.

mwivi, wazee, mbuzi (pl.) ninyi.

e. Askari aliondoka kimya.
Askari aliondoka kimya.

Waswahili, sisi, wewe, mimi.

f. Ali atakuja hapa kwa siri.
Ali atakuja hapa kwa siri.

ninyi, wageni, wewe.

2. Substitution Drill

a. Mimi
---- nilisimama nyuma ya mlango.
Mimi nilisimama nyuma ya mlango.

Ali, watoto, Mswahili, wewe.

b. watafika
Walinzi -------- baada ya saa mbili.
Walinzi watafika baada ya saa mbili.

-toka, -ingia, -kula, -lala.

c. Mpelelezi
--------- alikuwa na ufunguo.
Mpelelezi alikuwa na ufunguo.

ninyi, wewe, sisi, mimi.

d. Wevi
---- wataingia ndani ya chumba.
Wevi wataingia ndani ya chumba.

walinzi, sisi, wewe, Maina.

e. aliondoka
Askari --------- kimya.
Askari aliondoka kimya.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 15

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mpelelezi aliingia wapi?
2nd: Aliingia ndani ya chumba.

wageni, ninyi, mtoto, wewe.

b. 1st: Mtoto atarudi baada ya kazi?
2nd: Ndio, atarudi baada ya kazi.

wewe, sisi, ninyi, wazee.

c. 1st: Juma ataondoka kwa siri?
2nd: Ninajua ataondoka kwa siri.

wewe, sisi, walinzi, ninyi.

d. 1st: Juma alifanya nini usiku?
2nd: Aliondoka kimya kuangalia.

wewe, baba, ninyi, mgeni.

e. 1st: Mtoto alisikia sauti usiku?
2nd: Ndio, alisikia sauti usiku.

wewe, ninyi, Juma, walinzi.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ninyi mlikamata wapi mwivi huyu?
Tulikamata mwivi huyu hemani.

walinzi, askari (s.), ninyi, Koplo.

b. Sajini Meja alisema nini?
Alisema tutamaliza kazi kesho.

wewe, walimu, ninyi, Mswahili.

c. Yusufu aliacha mlango wazi?
Ndio, alikuwa na haraka.

wewe, sisi, walinzi, mzee.

d. Nani aliingia katika hema?
Koplo aliingia, Effendi.

-lala, -kaa, -kula, -fagia.

e. Wewe ulisimama nyuma ya chumba?
La, nilisimama karibu na mti.

ninyi, Ali, wazee, Masai.

f. Wewe utafaulu kufika Kampala kesho?
Ndio, nitafaulu.

Juma, ninyi, sisi, Wamasai.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wakati wa usiku mlinzi alisikia sauti. Aliamka upesi na alikwenda kutazama. Alisikia sauti katika chumba cha silaha na alikwenda kimya sana. Aliona mlango ni wazi na mtu ndani ya chumba. Alisimama nyuma ya mti na alingoja.

Halafu mtu yule alitoka. Mlinzi aliona ni mpelelezi wa adui. Mpelelezi yule alifungua mlango kwa ufunguo wake na aliingia kwa siri. Mlinzi alingoja mpaka mpelelezi anatoka na halafu alikamata mpelelezi. Alijaribu kutoroka lakini mlinzi alishika mikono vizuri. Vilevile aliita askari kuja kusaidia.

Kapteni alisikia ripoti ya Sajini Meja na alifurahi alifaulu kukamata mpelelezi wa adui.

Step 2. Questions based on the above narration:

Nani alilinda zamu usiku?
Mlinzi alisikia nini?
Nani aliingia katika chumba cha silaha?
Alifungua mlango kwa njia gani?
Mlinzi aliona mlango ni wazi?
Mlinzi alikwenda kimya?

Aliona nini katika chumba?
Mpelelezi alitoka na mlinzi aliona nini?
Mpelelezi wa adui aliingia kwa siri?
Mlinzi aliingia katika chumba?
Alingoja wapi?
Mlinzi alitoroka?
Nani aliita askari?
Kapteni alifurahi?
Nani alifaulu kukamata mpelelezi?
Nani alipiga ripoti?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. In the cluster /mya/ the 'y' functions as a glide. We find this feature in the word 'kimya' (silent, silence). In English one can approximate this sound if the following phrase is uttered rapidly: Listen to him yell! The words 'him yell' spoken as one word would contain this feature.

2. In the clusters /kw/, /mw/, and /bw/ which we have already used before, the 'w' also performs the function of a glide. The 'w' should not approximate a 'v' but rather a 'u'.
   Thus:-

   /kw/ approximates the English: quail, quill, quantity. In Swahili we find this in words like: 'kwa', 'kweli', 'kwenda', 'kwanza'.

   /mw/ approximates the English: Cromwell. In Swahili we find this in: mwanzo, mwalimu, mwivi, mwanafunzi.

   /bw/ approximates the English: subway. In Swahili we find it in: 'kubwa', 'bwana'.

3. In the dialogue there are a few words again where that slight catch (weak glottal stop) occurs between vowel sequences. These were explained in Lesson 12. Watch these:-

aliingia	/ali'ingia/
aliiba	/ali'iba/
niliondoka	/nili'ondoka/
kuangalia	/ku'angalia/
niliita	/nili'ita/

II. Language Structure

1. Prepositions are words which show a relative position of something: in, on top of, under, along side, inside, etc.

In Swahili we have had the following so far:-

chini ya	(under, underneath)
juu ya	(on top of)
ndani ya	(inside of)
kando ya	(alongside of)
nyuma ya	(behind)
mbele ya	(in front of)
karibu na	(near to, near with)
pamoja na	(together with)
katika	(in, inside, into)
kwa	(to, toward, by)

Note that a number of these words are followed by the little word 'ya' (of) which is similar to English usage as well. Two of the words are followed by 'na' (with). In a phrase or sentence they follow the same word order as in English.

Chini ya kitanda.	Under the bed.
Juu ya nyumba.	On top of the house.
Pamoja na rafiki.	Together with a friend.

2. Adverbs are words which describe or qualify an action as to how or when it was done, such as: quickly, slowly, well, now, etc. In Swahili these follow the verb as in English. However, if two adverbs are used in succession, one qualifying the other, then the order may be the reverse of English. Let's illustrate:-

Alikwenda upesi.	He went quickly.
Alikwenda upesi sana.	He went very quickly. (Literally: He went quickly very.)

Here is a list of adverbs which we have learned so far:-

sasa (now)	kwanza (first)
halafu (afterwards)	kwa siri (secretly)
leo (today)	vilevile (also)
kesho (tomorrow)	pia (also)

upesi	(quickly)	asubuhi	(morning)
polepole	(slowly)	jioni	(evening)
vizuri	(well	baada ya	(after)
sawasawa	(properly)	kabla ya	(before)

III. Cultural Note

The catching of a thief or spy by guards on duty does not reflect any typical African culture. But it might be of interest to describe such a thief or spy and his methods:-

a. He is black or dark skinned, and thus well camouflaged for the night.

b. Many Africans still walk barefoot, consequently the soles become thick and toughened. This enables them to walk quietly, avoiding the clatter of shoes.

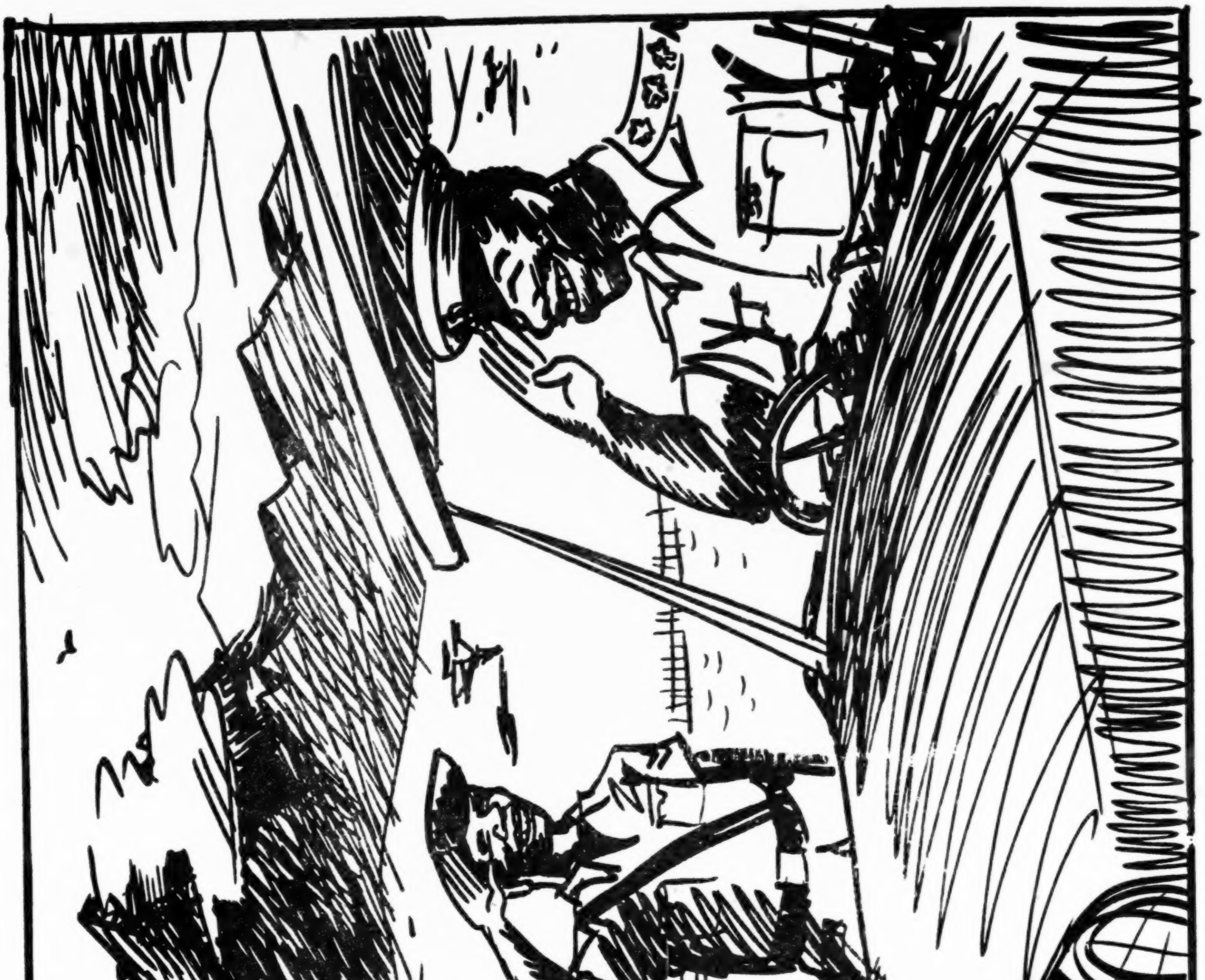
c. The African's eye sight is very good, as a rule, and thus he may see better in the dark than we could.

d. The thief often sheds most of his clothes and smears grease over his whole body. Thus when he is grabbed he slips out of a grasp more easily.

SWAHILI 12 WEEKS COURSE

LESSON 16

LESSON 16



1st PERIOD PERCEPTION DRILL LESSON 16

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on /vy/, /my/ reinforcement.

Vitu vyote.
Vyumba vidogo.
Sivyo?
Ndivyo.

Kaeni kimya!

Vyakula vizuri.
Hivi ni vyote, sivyo?
Ndivyo, ni vyote.
Lete vitu vyote.

Alikwenda kimya.

2. Drill on /sw/, /tw/ and /nyw/.

Mswahili anaona swala.
Swala ni mdogo.
Simba anakula swala.

Twiga yule ni mkubwa.
Ninaona twiga.

Anakunywa chai?
Ndio, anakunywa chai.

3. The phoneme /θ/ (th) is introduced in the word 'thelathini' (thirty).

Watu wangapi?
Watu thelathini.

4. The accented words of one syllable.

Je, unataka chai?	La, ninataka kahawa.
Je, atarudi leo?	La, atarudi kesho.

Lo! Mtu huyu ni mrefu.
Lo! Hapa watu wengi kweli.

5. The locative ending '-ni'.

Anakaa katika mji. > Anakaa mjini.
Analala katika hema. > Analala hemani.
Anakwenda kwa mji. > Anakwenda mjini.
Anaketi ndani ya nyumba. > Anaketi nyumbani.
Anawinda katika pori. > Anawinda porini.
Anashika katika mkono. > Anashika mkononi.
Anatembea katika barabara. > Anatembea barabarani.
Alinunua katika duka. > Alinunua dukani.

6. Drill on the tenses.

NA

Anafanya kazi sasa.	Wanacheza pale.
Anatafuta kitu.	Wanapenda chai.
Anapeleleza adui.	Wanalinda zamu.
Analenga bunduki.	Wanapiga shabaha.

LI

Je, ulirudi jana?	La, nilirudi leo.
Je, ulifika Kampala?	La, nilifika Nairobi tu.
Je, ulihitaji silaha?	Ndio, nilihitaji bunduki.
Je, ulijizoeza vizuri?	Ndio, nilijizoeza sana.

TA

Mtakamata adui.	Tutajaribu.
Mtapiga ripoti.	Ndio, tutapiga ripoti.
Mtapiga shabaha.	Ndio, tutalenga vizuri.
Mtatayarisha askari.	Ndio, tutatayarisha wote.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Corporal! Get the soldiers ready for practice.

   What will they take, Sir?

2. They will take rifles and bayonets.

   And what about ammunition?

3. Each one will require 30 rounds.

   Where are they to practice, Sir?

4. On the field under the mountain. We were there the other day.

   Are they to start with bayonet practice?

5. No, first they will learn to aim (have target practice).

   Will you speak with the men before they leave?

6. Yes, I want to see if they know everything.

   Come here! The Captain wants to talk to you.

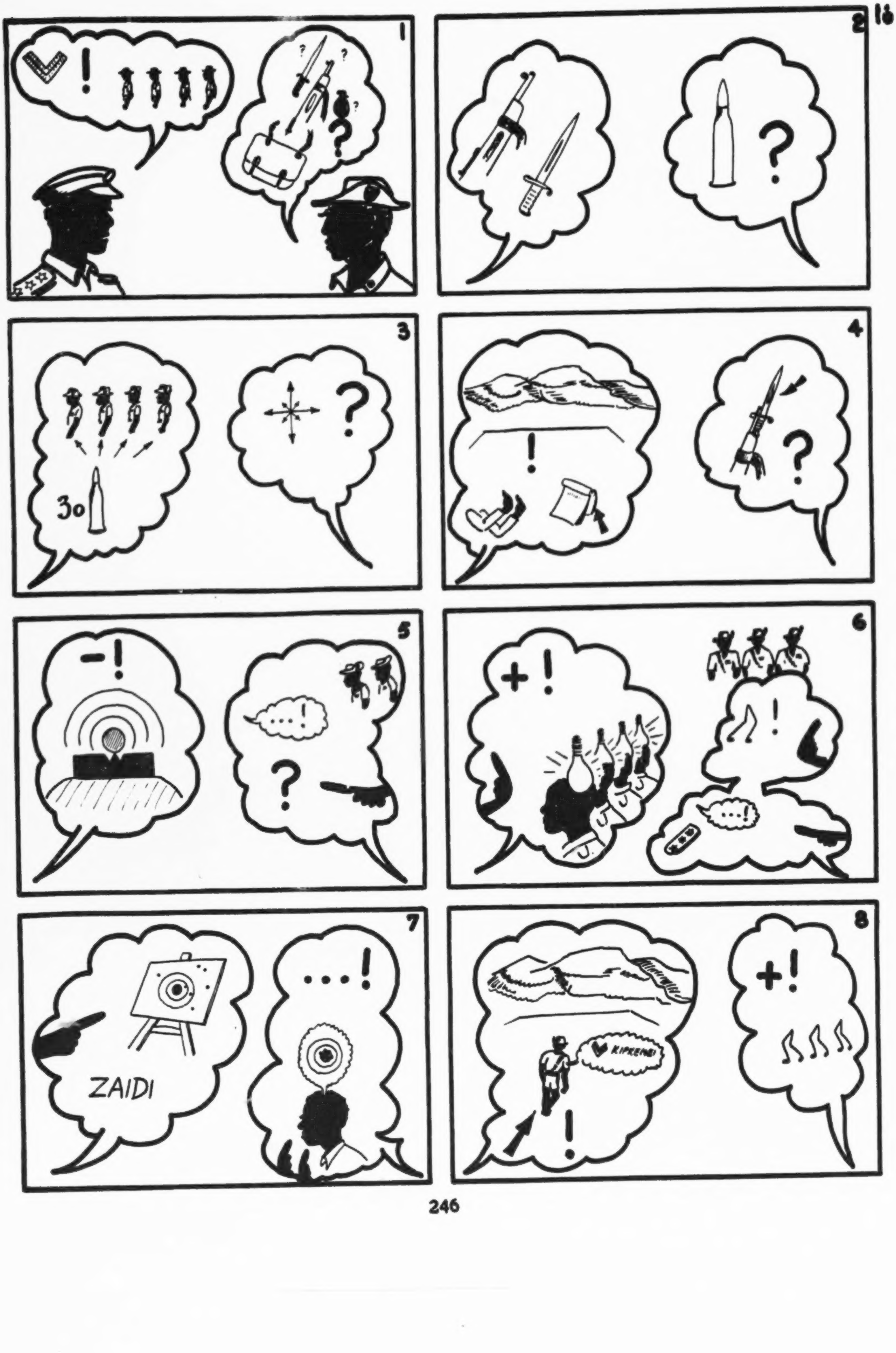
7. Your aim is not perfect, you must practice more.

   Very well, Sir, we will make an effort.

8. Now follow Cpl. Kipkemei to the field.

   Yes, Sir, we'll go now.

16


1
!
?
2
?
3
30
?
4
!
?
5
-!
...!
?
6
+!
!
...!
7
ZAIDI
...!
8
KIPKEMOI
!
+!

1. Koplo! Tayarisha askari kwenda mazoezi.

   Watachukua nini, Effendi!

2. Watachukua bunduki na beneti.

   Na risasi, je?

3. Kila mmoja atahitaji risasi thelathini.

   Watajizoeza wapi, Effendi?

4. Kiwanjani chini ya mlima. Tulikuwa pale juzi.

   Wataanza na mazoezi ya beneti?

5. La! Kwanza watajizoeza kupiga shabaha.

   Utasema na askari kabla ya kuondoka?

6. Ndio, ninataka kuona kama wanajua kila kitu.

   Njooni hapa! Kapteni anataka kusema na ninyi.

7. Shabaha yenu si kamili, lazima kujizoeza zaidi.

   Vizuri, Effendi! Tutafanya bidii.

8. Sasa fuateni Koplo Kipkemei kiwanjani.

   Ndio, Effendi! Tutakwenda sasa.

Step 1.

1. Repetition Drill

a. Askari wanakwenda mazoezi.
Askari wanakwenda mazoezi.

sisi, walinzi, wanafunzi.

b. Walinzi watachukua bunduki.
Walinzi watachukua bunduki.

-nunua, -peleka, -hitaji.

c. Sisi tutahitaji risasi ishirini.
Sisi tutahitaji risasi ishirini.

kila mtu, wewe, mimi, walinzi.

d. Ninyi mtajizoeza kiwanjani.
Ninyi mtajizoeza kiwanjani.

wanafunzi, askari (s.), wewe, Kipkemei.

e. Askari analenga shabaha kamili.
Askari analenga shabaha kamili.

wewe, yeye, mimi, sisi.

f. Askari anajifunza kulenga.
Askari anajifunza kulenga.

walinzi, watu, ninyi.

2. Substitution Drill

a. Askari
------ walikwenda mazoezi.
Askari walikwenda mazoezi.

sisi, mwalimu, ninyi, Yusufu.

b. walichukua
Wamasai ---------- bunduki.
Wamasai walichukua bunduki.

-nunua, -iba, -peleka, -hitaji.

c. Walinzi
------- watajizoeza kulenga bunduki.
Walinzi watajizoeza kulenga bunduki.

kila mtu, wewe, ninyi, watu wote.

d. Kipkemei
-------- ana shabaha kamili.
Kipkemei ana shabaha kamili.

sisi, askari (pl.), mlinzi, ninyi.

e. Sisi
---- tutahitaji risasi thelathini.
Sisi tutahitaji risasi thelathini.

ninyi, wewe, mimi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Askari walijizoeza nini jana?
2nd: Walijizoeza kupiga shabaha.

Maina, wewe, ninyi, Mkikuyu.

b. 1st: Askari watano watatosha?
2nd: La, tutahitaji wanane.

mbuzi, mikuki, mshale, miti.

c. 1st: Kapteni alisema nini?
2nd: Alisema atajizoeza kulenga bunduki.

wewe, mimi, ninyi, Wamasai.

d. 1st: Walinzi walikuwa na shabaha kamili?
2nd: La, walihitaji kufanya bidii.

ninyi, askari (s.), wewe, Juma.

e. 1st: Ninyi mtafanya nini kesho?
2nd: Tutafuata Kipkemei kiwanjani.

wageni, mwalimu, wewe, sisi.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Kila askari anahitaji bunduki?
Kila askari anahitaji risasi vilevile.

-nunua, -peleka, -shika, -taka.

b. Walinzi hawa wanatafuta nini?
Wanatafuta silaha.

mtoto, wapelelezi, mwanafunzi, walimu.

c. Ninyi mtajizoeza kiwanjani?
Ndio, tutajizoeza kiwanjani.

wanafunzi, askari, kila mtu, wewe.

d. Ali anataka kupeleka ripoti?
Ndio, lakini atangoja kwanza.

ninyi, wewe, walinzi, mwalimu.

e. Koplo atapiga ripoti lini?
Atapiga ripoti kesho.

walinzi, askari (s.), wewe, sisi.

f. Walinzi watasafiri kwa miguu?
Ndio, watasafiri kwa miguu.

kila mtu, wote, wewe, mimi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Askari ishirini wanakwenda na Koplo kujizoeza kupiga shabaha. Watakwenda katika kiwanja kikubwa chini ya mlima. Koplo atafundisha askari kulenga bunduki na kupiga shabaha. Kila askari atapata risasi thelathini. Watajizoeza kwa bidii.

Kapteni atakwenda kwa motokaa kutazama kama askari wanajizoeza vizuri. Anataka shabaha kamili. Askari watajizoeza zaidi hata kesho. Baada ya siku kumi wataweza kupiga shabaha vizuri na Kapteni atafurahi. Halafu watajizoeza pamoja na beneti.

Step 2. Questions based on the above narration:

Askari wangapi wanakwenda kujizoeza?
Watakwenda wapi?
Nani atafundisha askari?
Atafundisha askari kufanya nini?
Askari watajizoeza kwa bidii?
Kila mmoja atapata risasi ngapi?

Kapteni atakwenda wapi?
Atatazama nini?
Anataka nini?
Askari watajizoeza siku ngapi?
Askari watalenga bunduki?
Watajizoeza kupiga shabaha?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

1. The 'th' sound as we have it in English words like 'thin', 'thirty', 'bath' is voiceless in that the vocal cords are not brought into play when sounding this 'th'. This sound occasionally appears in Swahili in borrowed words from other languages. It is not native, in fact, very often such an adopted 'th' gradually changes to an 's'.

   In this lesson this voiceless 'th' occurs in the word 'thelathini' /θelaθíni/ (thirty). Many people nowadays pronounce it as 'thelasini' /θelasíni/ and some even as 'salasini' /salasíni/. You can see from this how the 'th' tends to become an 's'. Learn the first form first, and if you slip into the second form 'thelasini' you will not be wrong either.

2. The clusters /sw/, /tw/ and /nyw/ are not new to you as you have used them in some words. Let's make sure that you have no difficulties in producing these.

   The first two have equivalents in English:

   a. /sw/ switch, swivel, swerve and in Swahili you have learned to use this in words like: Swahili, swala.

   b. /tw/ twirl, twitch, between, twenty. In Swahili you have used this in the word 'twiga' (giraffe).

   c. The third cluster /nyw/ or /ñw/ is not found in English. So you will have to familiarize yourself with this sound and listen carefully as you imitate your teacher. It is the /ñ/ sound as in 'señorita' followed by the 'w'as a glide into the vowel 'a' as we have it in the word 'kunywa' (to drink).

You will have noted that in all these 3 clusters we have again the 'w' as a glide. Refer to the previous Generalizations about this for further information.

3. You have learned that in Swahili there is a fixed stress or accent on the syllable next to the last. What happens in short words of one syllable like 'na' (and, with), 'ni' (am, is, are) 'si' (am not)? These words do not have an accent and stand under the influence of the word which follows it, sometimes in rapid speech appearing as if they belong to such words.

Ex. Mtóto na^mama.
Ali ni^mtóto.

Then we have, as in any language, short one syllable words of exclamation. We have used such words also in Swahili:

La,	No
Lo!	My!
Je?	Say?

Such words can carry a strong stress, followed by a break or a pause.

4. The ending '-ni' which you have learned to use at the end of some nouns were a substitute for words indicating a location, such as: katika (in), kwa (to), ndani ya (inside). Thus instead of saying:

'katika mji'	we said 'mjini'.
'ndani ya hema'	we said 'hemani'.
'kwa mji'	we said 'mjini'.
'katika pori'	we said 'porini'.

This ending suggests a different word order:

'katika mji'	(in town)
'mjini'	(literally: town in)

II. Language Structure

You have learned to express yourself by now with 3 different tenses:-

Present	NA	ninafanya	(I am doing)
Past	LI	nilifanya	(I did)
Future	TA	nitafanya	(I will do)

As you study the above 3 examples you will notice that in order to change from one tense to another you substitute the correct tense prefix. In all other respects the verb remains unchanged.

III. Cultural Note

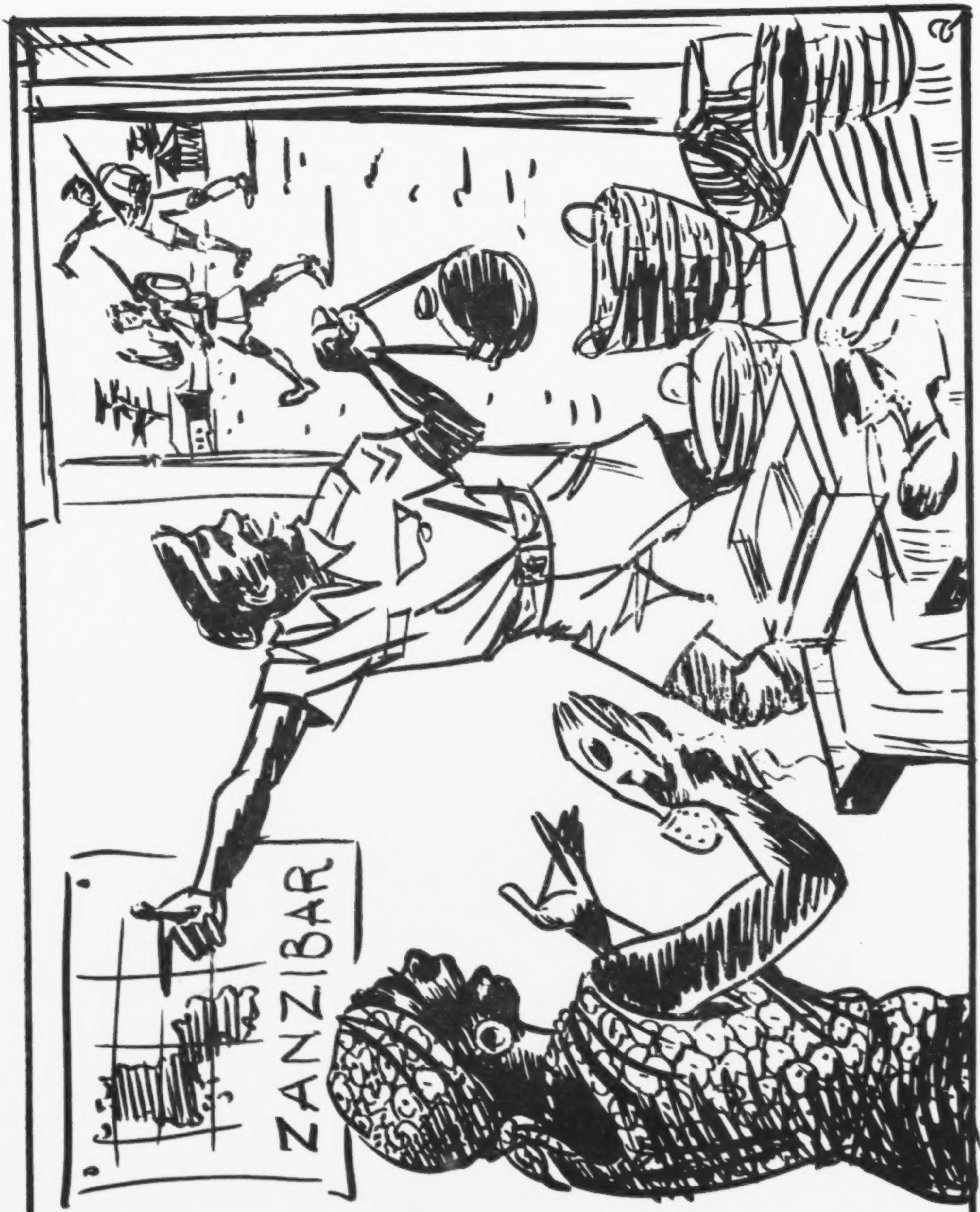
When African soldiers are for the first time on the rifle range it is usually their first experience in handling a weapon of that sort. It is quite a different habit which they have to acquire from shooting silent arrows from a bow to the aiming of rifles, pulling a trigger which mysteriously sets off a loud bang, and which effects a hit on the target with a seemingly invisible projectile.

In silent jungle warfare where you would not wish to betray your position, the silent, swift poisoned arrow can be more disconcerting than rifle fire.

SWAHILI 12 WEEKS COURSE

LESSON 17

LESSON 17



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Reinforcement of non-obscuration of vowels, especially the /a/ and the /u/ in unstressed positions.

/a/ baki, baridi, faa, hama, weka, mbona, toboka, tayari, mara, moja, kila, shabaha, fuatana, furaha.

/u/ kibuyu, sanduku, nguo, Unguja, kikapu, juzi, kulenga, vuta, chungua, chukua, bunduki, darubini, fukuza, faulu.

2. Drills on Ki class words.

a.	Kikosi kidogo.	Vikosi vidogo.
	Kisiwa kikubwa.	Visiwa vikubwa.
	Kikapu chembamba.	Vikapu vyembamba.
	Kibuyu cha chai.	Vibuyu vya chai.
	Kiatu kizuri.	Viatu vizuri.

b.	Kikosi kitahama.	Vikosi vitahama.
	Kisiwa cha Unguja.	Visiwa vya Unguja.
	Kiatu kimoja.	Viatu viwili.
	Kikapu kimoja.	Vikapu vingi.
	Kibuyu kimoja.	Vibuyu vitatu.

c.	Kitu hiki.	Vitu hivi.
	Kiwanja hiki.	Viwanja hivi.
	Kibuyu kile.	Vibuyu vile.
	Kiatu kile.	Viatu vile.
	Chakula kile.	Vyakula vile.

d.	Kibuyu kilitoboka.	Vibuyu vilitoboka.
	Kiatu kilitoboka.	Viatu vilitoboka.
	Chakula kilibaki.	Vyakula vilibaki.
	Kikapu kitafaa.	Vikapu vitafaa.

3. Change of prefix 'ki' to 'ch' before vowels, except 'i'. In the plural the 'vi' changes to 'vy'.

a.

ki-a > cha (of)	vya
ki-akula > chakula (food)	vyakula
ki-umba > chumba (room)	vyumba
ki-angu > changu (my)	vyangu
ki-ema > chema (good)	vyema
ki-embamba > chembamba (narrow)	vyembamba
ki-ote > chote (all, whole thing)	vyote

b.

Chakula cha baba.	Vyakula vya baba.
Chumba changu.	Vyumba vyangu.
Chumba cha mama.	Vyumba vya mama.
Kisu chembamba.	Visu vyembamba.
Kijiko chote.	Vijiko vyote.
Chakula chema.	Vyakula vyema.

c.

Chumba kidogo.	Vyumba vidogo.
Chakula kizuri.	Vyakula vizuri.
Chumba kikubwa.	Vyumba vikubwa.
Chakula changu.	Vyakula vyangu.
Kitu chote.	Vitu vyote.
Kitu chema.	Vitu vyema.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Fatuma! Get everything ready for travel.
   Where's your company moving to again?

2. It's moving to the Island of Zanzibar.
   Why do other companies always remain?

3. How should I know? The General knows himself.
   Will you take these clothes and boots?

4. Yes, put them all inside a box.
   My! One boot has a hole in it!

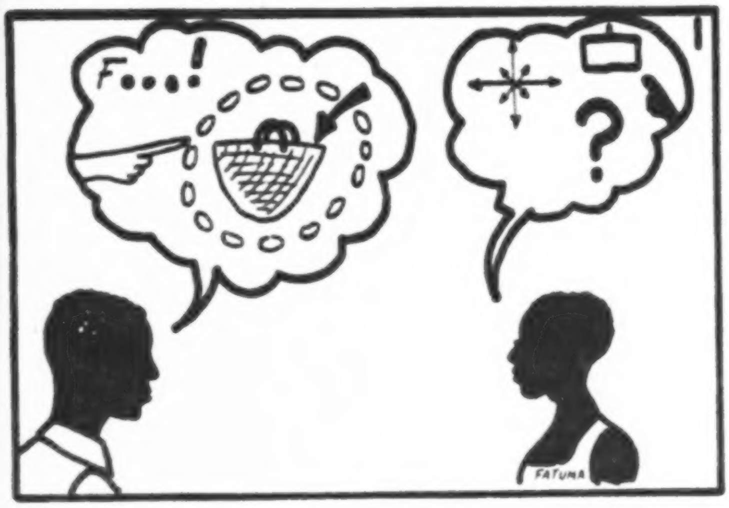
5. Well, leave that one and bring others.
   Will this basket be enough for small items?

6. No, we have many baskets. Bring three!
   Which canteen do you want to take along?

7. That large one will be more suitable.
   On the other hand, you will need two canteens?

8. Yes, one for hot tea and one for cold (tea).
   O.K. I'll get everything ready.

17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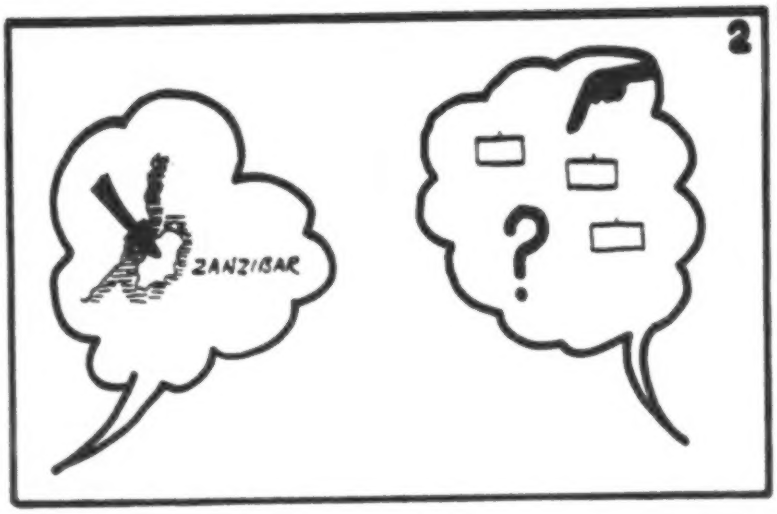
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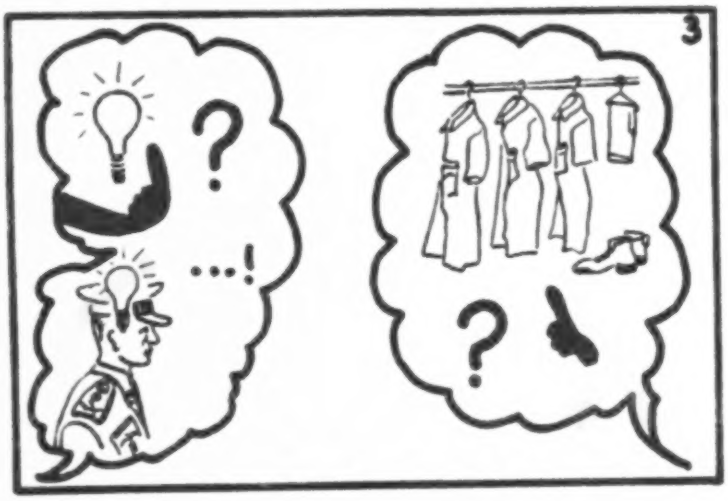
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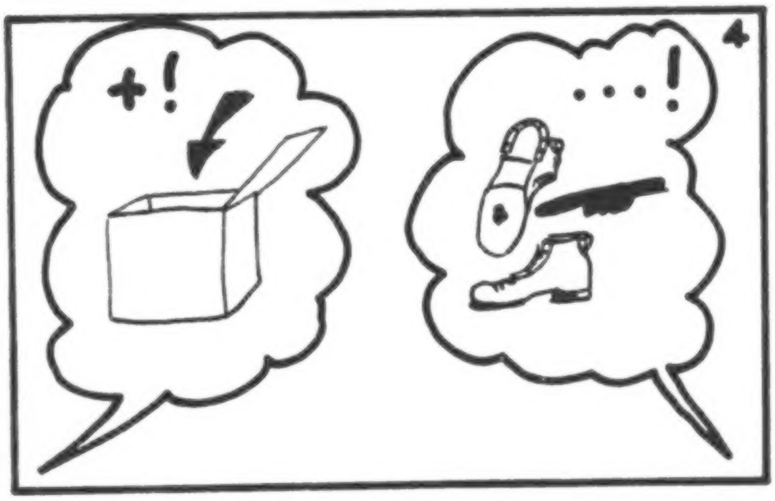
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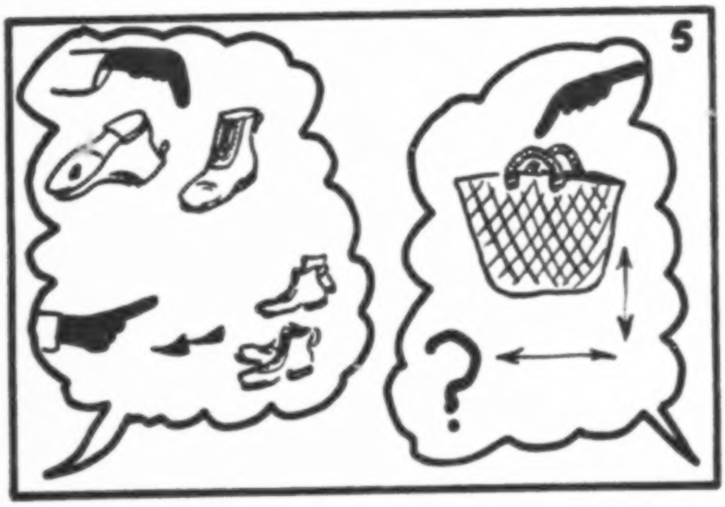
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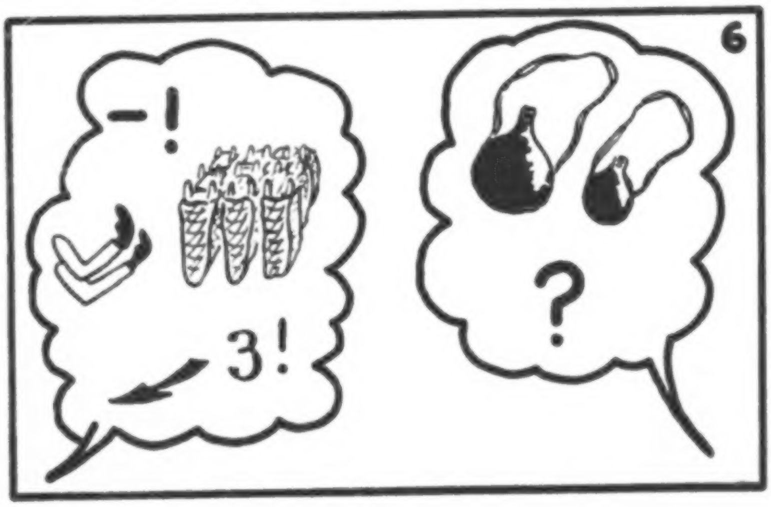
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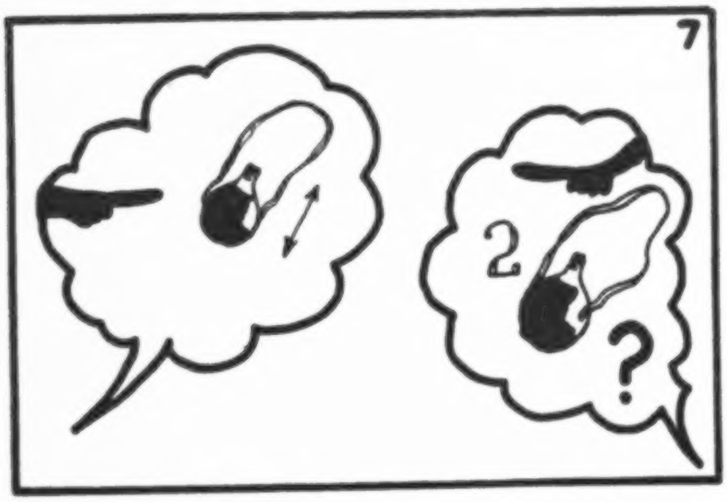
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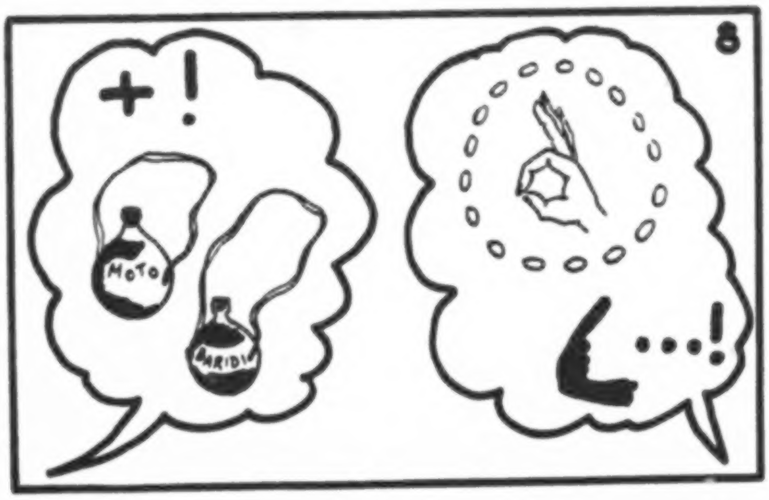

8
+!
MOTO
BARIDI
...!

1. Fatuma! Tayarisha kila kitu kwa safari!
   Kikosi chako kinahama wapi tena?

2. Kinahama kwenda kisiwa cha Unguja.
   Mbona vikosi vingine vinabaki kila mara?

3. Ninajuaje mimi? Jemedari anajua mwenyewe.
   Utachukua nguo na viatu hivi?

4. Ndio, weka vyote ndani ya sanduku.
   Lo! Kiatu kimoja kinatoboka chini!

5. Basi acha hiki na leta vingine.
   Kikapu hiki kitatosha kwa vitu vidogo?

6. La, tuna vikapu vingi. Lete vitatu!
   Unataka kuchukua kibuyu gani?

7. Kibuyu kile kikubwa kitafaa zaidi.
   Pengine utahitaji vibuyu viwili, sivyo?

8. Ndio, kimoja kwa chai moto, kingine baridi.
   Vizuri, nitaweka vitu vyote tayari.

Step 1.

1. Repetition Drill

a. Nitanunua kiatu kimoja.
Nitanunua kiatu kimoja.

kikubwa, kizuri, kidogo, kizee.

b. Peleka kikapu kile nyumbani!
Peleka kikapu kile nyumbani!

kibuyu, kiatu, mkuki, mishale.

c. Kiatu hiki kilitoboka.
Kiatu hiki kilitoboka.

kibuyu, kikapu.

d. Kibuyu kile kikubwa kitafaa.
Kibuyu kile kikubwa kitafaa.

mtoto, mikuki, mti, kikapu.

e. Leta kikapu kingine.
Leta kikapu kingine.

mshale, mtu, kibuyu.

f. Kikapu kidogo kinatosha.
Kikapu kidogo kinatosha.

mtoto, kiatu, mshale, kibuyu.

2. Substitution Drill

a. Kiatu
----- kile kikubwa kitafaa.
Kiatu kile kikubwa kitafaa.

mtoto, mikuki, mti, kikapu.

b. Kikapu
------ hiki kidogo ni kizuri.
Kikapu hiki kidogo ni kizuri.

mkuki, mlinzi, kibuyu, miti.

c. kikapu
Leteni ------ kingine.
Leteni kikapu kingine.

mkuki, mgeni, watu, kibuyu.

d. Kibuyu
------ kidogo kinatosha.
Kibuyu kidogo kinatosha.

mwanafunzi, kiatu, mshale, mikuki.

e. kikapu
Peleka ------ kile nyumbani.
Peleka kikapu kile nyumbani.

mkuki, mishale, watoto, kiatu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kiatu gani kinatoboka?
2nd: Kiatu kidogo kinatoboka.

kikapu, kibuyu, mfuko.

b. 1st: Hiki ni kisiwa kibaya?
2nd: La, hiki ni kisiwa kizuri.

kiatu, mtoto, kikapu, mkuki.

c. 1st: Ulinunua kibuyu kizuri?
2nd: Ndio, nilinunua kibuyu kizuri.

mikuki, kikapu, mshale, kiatu.

d. 1st: Unataka kiatu hiki au kile?
2nd: Lete kingine, acha hiki na kile.

mwanafunzi, kikapu, mkuki, mishale.

e. 1st: Anahitaji kiatu kikubwa, sivyo?
2nd: Ndivyo, anahitaji kiatu kikubwa.

mlinzi, kibuyu, mkuki, kikapu.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Kiatu hiki ni kizuri?
Ndio, ni kiatu kizuri.

kibuyu, mshale, kikapu, mtoto.

b. Wageni wana kibuyu kingine?
La, wana kibuyu kimoja tu.

mkuki, mwalimu, kiatu, kikapu.

c. Uliweka tayari kikapu kikubwa?
Niliweka tayari kikapu kikubwa.

mshale, askari (pl.), mwanafunzi, kiatu.

d. Kikapu hiki kinapendeza?
Ndio, kinapendeza sana.

mkeka, mishale, kibuyu, mtoto.

e. Tutaacha kikapu kile?
Tutaacha hiki kidogo.

kibuyu, mtoto, watoto, kiatu.

f. Atatengeneza kiatu cha mtoto?
Ndio, atatengeneza kiatu cha mtoto.

mkuki, mishale, mkeka, kikapu.

g. Unataka kuona kiatu kingine?
La, nina haraka sasa, asante.

kibuyu, mtoto, kikapu, mikuki.

Step 1. Presentation of a narrative based on the dialogue.
The situational picture will be used.

Koplo Kilongo atakwenda na kikosi chake Unguja. Unguja ni kisiwa kizuri karibu na Tanganyika.

Sasa Koplo anasema na Fatuma. Anataka Fatuma kutayarisha nguo kwa safari. Fatuma anasema: "Kwa nini kikosi kinahama tena? Vingine vinabaki hapa. Unakwenda safari kila mara". Kilongo anasema: "Jemadari anajua mwenyewe".

Kilongo anataka viatu,nguo, na kibuyu kwa chai. Sasa Fatuma anaona kiatu kimoja kimetoboka na anatafuta kingine kizuri. Vitu vidogo atatia katika vikapu vitatu na vile vikubwa ataweka katika sanduku. Kilongo anataka vibuyu vilevile, kimoja kwa chai moto na kingine baridi. Fatuma ataweka vitu vyote tayari na Kilongo atahama pamoja na kikosi chake kwenda Unguja.

Step 2. Questions based on the above narration:

Unguja ni nini?
Ni karibu na wapi?
Nani atahama Unguja?
Koplo Kilongo anasema na nani?
Nani atatayarisha nguo?

Fatuma anafurahi kikosi kinahama?
Kilongo anajua sababu wanahama?
Nani anajua sababu wanahama?
Kilongo atachukua vitu katika vikapu vingapi?
Fatuma ataweka vitu gani katika sanduku?

Kwa nini Koplo anataka vibuyu?
Anataka vibuyu vingapi?
Anataka nini katika kila kibuyu?
Atakuwa tayari kwenda Unguja?
Fatuma atakwenda pamoja?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

a. From the outset you have been taught about the Swahili vowels as being rather open un-obscured vowels. Because of the influence of English, one has to watch particularly the /a/ and the /u/ especially in unstressed syllables so that they are not pronounced in a lazy fashion, because the lips have to be brought into play more to round the /u/ and /o/, and the /a/ has to be more open.

b. The influence of vowel stems is noticable on prefixes in Swahili in that they often produce changes. This emphasises in another way again the importance of vowels, especially in Swahili where every word also ends in a vowel.

In this lesson this feature is evident in words of the Ki-Vi class where the stem of a word begins with a vowel. For example, we note how the prefix 'ki' changes to 'ch' before a vowel stem.

ki + umba > chumba (not: kiumba)
ki + angu > changu (not: kiangu)
ki + ote > chote (not: kiote)
ki + ema > chema (not: kiema)

In the plural the prefix 'vi' changes to 'vy' before vowel stems. For example:

vi + angu > vyangu
vi + umba > vyumba
vi + ote > vyote

II. Language Structure

a. This lesson has introduced a new group or class of nouns. They are the words which begin with 'ki' in the singular and change this to 'vi' in the plural.

b. Adjectives which are used with such nouns take on the same prefixes as the noun.

Kitu kidogo.
Kikapu kikubwa.

c. The pointing out words (demonstratives) are built on the 'ki-vi' prefixes.

hiki	(this)	hivi	(these)
kile	(that)	vile	(those)

kiti hiki (this chair)	viti hivi (these chairs)
kiti kile (that chair)	viti vile (those chairs)

III. Cultural Note

The Island of Zanzibar (Unguja in Swahili) is mentioned in the dialogue. This is an island of historic importance. It is not far off from the two main ports of East Africa, Mombasa and Dar es Salaam. For hundreds of years it was occupied by Arabs and to this day it is controlled by an Arab Sultan, although regarded as a British Protectorate as well.

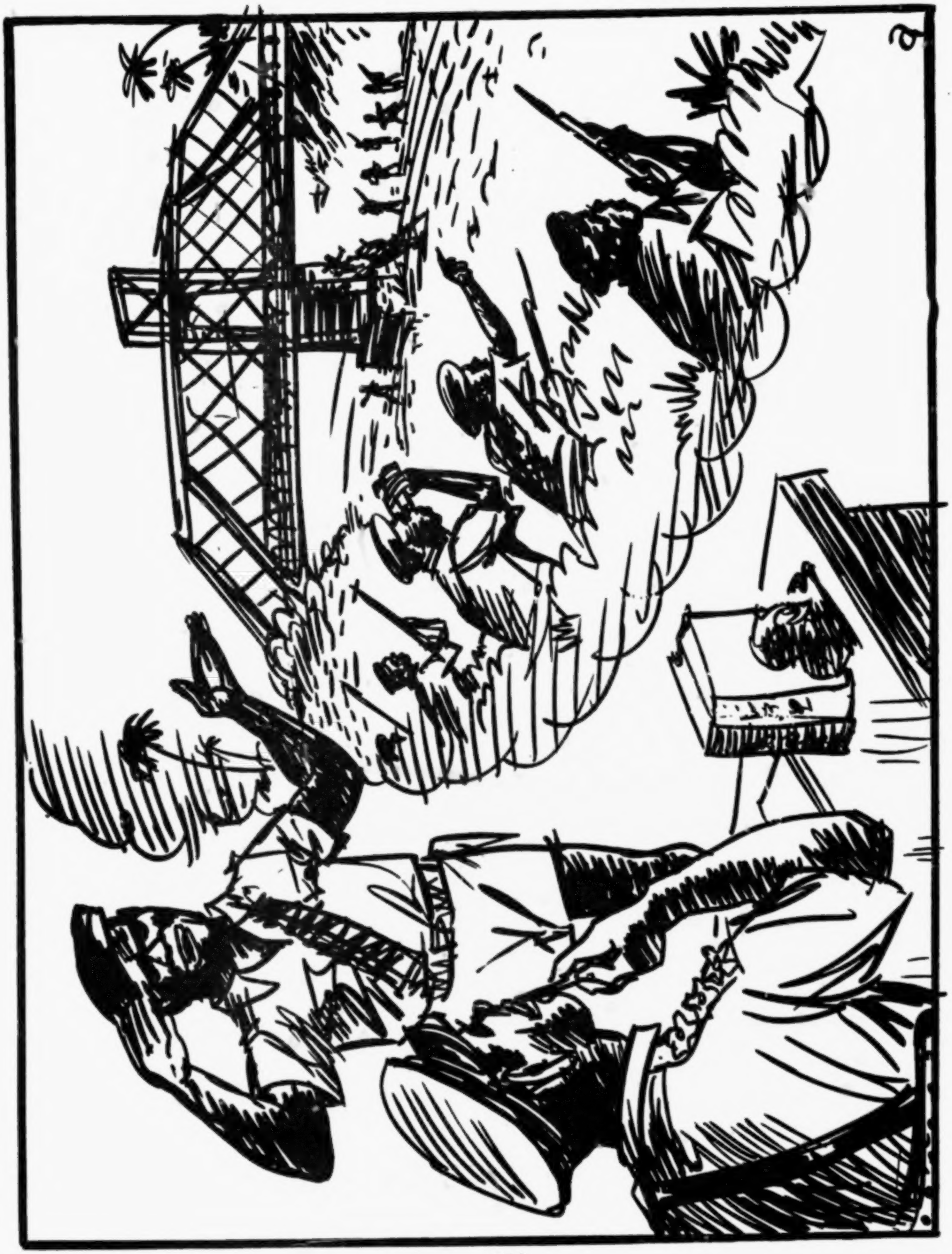
Much of the penetration of the interior of Africa was from Zanzibar. David Livingstone started out from there. It has been the oldest administrative and trade center. In fact, during the olden days of the slave trade, the main slave market was in Zanzibar. After slavery was abolished, a cathedral was built on the site of the old slave market.

The main crops and industry of Zanzibar are:- (a) spices, especially cloves, and (b) coconut products of various kinds. Zanzibar also boasts the purest and best brand of Swahili, and it is the Zanzibar Swahili which has been accepted as standard throughout East Africa.

SWAHILI 12 WEEKS COURSE

LESSON 18

LESSON 18



1st PERIOD PERCEPTION DRILL LESSON 18

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. The not very frequent /fy/ pronounced as in the English word 'few'.

   Fyatua.
   Kufyatua bunduki.
   Alifyatua bunduki.

2. Drill on numbers 1-10. The numbers 1-5 and 8 take prefixes like other adjectives, but 6, 7, 9, and 10 do not take any prefixes.

Living Beings

a. Mtoto mmoja.
Watoto wawili.
Watoto watatu.
Watoto wanne.
Watoto watano.
Watoto sita.
Watoto saba.
Watoto wanane.
Watoto tisa.
Watoto kumi.

b. Simba mmoja.
Simba wawili.
Simba watatu.
Simba wanne.
Simba watano.
Simba sita.
Simba saba.
Simba wanane.
Simba tisa.
Simba kumi.

M-Mi Class

c. Mti mmoja.
Miti miwili.
Miti mitatu.
Miti minne.
Miti mitano.
Miti sita.
Miti saba.
Miti minane.
Miti tisa.
Miti kumi.

Ki-Vi Class

d. Kikombe kimoja.
Vikombe viwili.
Vikombe vitatu.
Vikombe vinne.
Vikombe vitano.
Vikombe sita.
Vikombe saba.
Vikombe vinane.
Vikombe tisa.
Vikombe kumi.

Other nouns can be substituted in the respective class group.

3. Drills. (prepositions and adverbs)

Alikwenda moja kwa moja.
Walikimbia moja kwa moja.
Karibia polepole.
Fukuza upesi.
Hesabu sawasawa!

Chini ya daraja.
Juu ya daraja.
Bila baruti.
Bila darubini.
Bila kuonekana.

Alifyatua kwa ajali.
Chungua sasa hivi!
Fuata amri sawasawa!
Pamoja na bombom.

Kwa bombom.
Kwa bunduki.
Kwa risasi.
Kwa baruti.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. How many of the enemy did the patrol see?
   They counted about thirty of the enemy.

2. Were they able to get close without being seen?
   They got somewhat near and used the binoculars.

3. What weapons did the enemy have?
   They had 9 rifles and 7 machine guns.

4. What did they see while observing the enemy?
   They saw them putting explosives under the bridge.

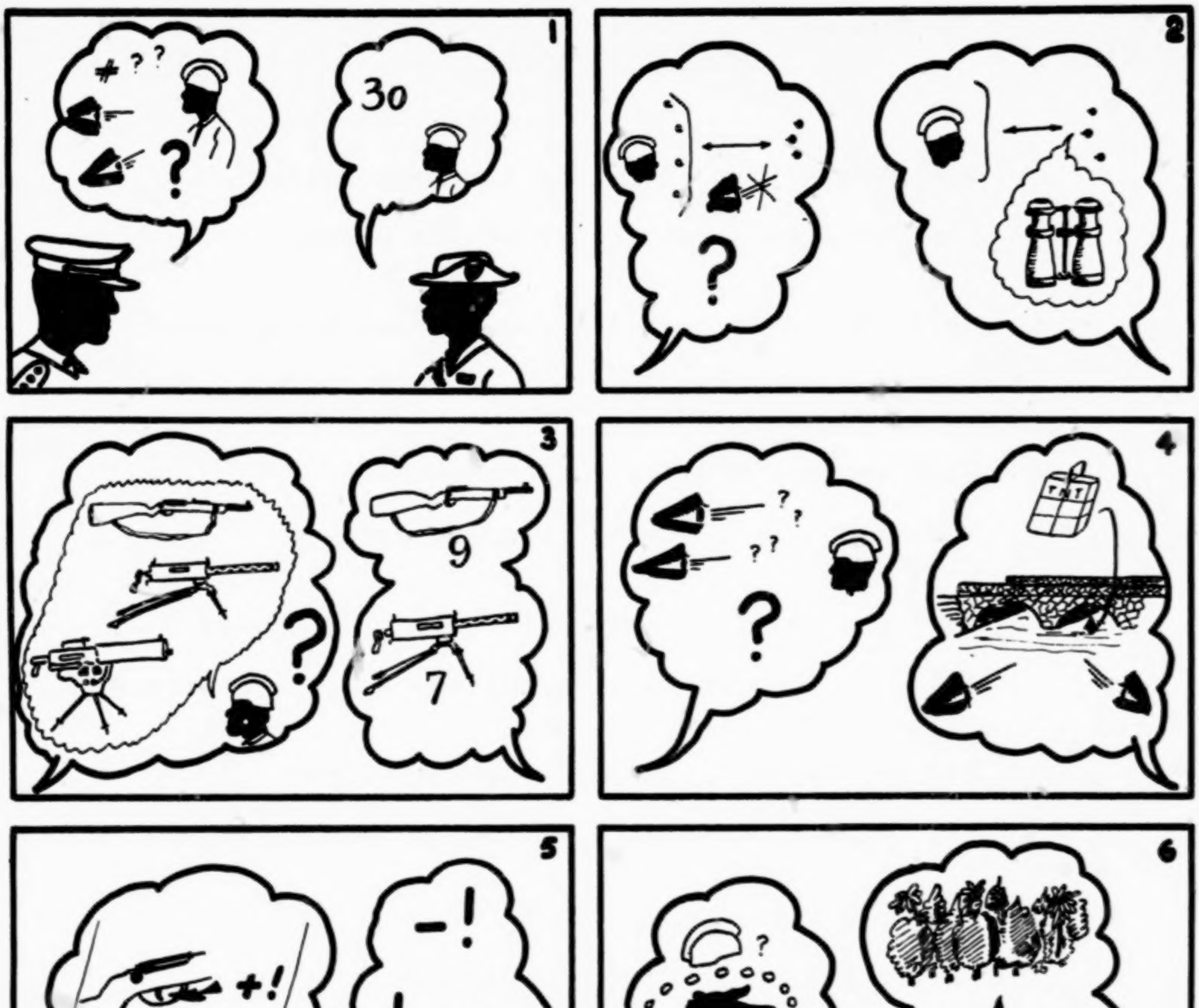
5. Did the patrol have permission to fire?
   No, but the Corporal fired a shot accidentally.

6. What did the enemy do then?
   They ran directly into the forest.

7. Did the patrol drive the enemy away?
   Yes Sir, and they shot six of them.

8. I want to see the Corporal right away.
   He will come at once, Sir.

18


1
# ? ?
?
30
2
?
3
?
9
7
4
? ?
? ?
?
T N T
5
+!
?
-!
6
?
?
7
?
6
+!
8

1. Wapelelezi waliona adui wangapi?
Walihesabu adui kama thelathini.

2. Waliweza kufika karibu bila kuonekana?
Walikaribia kidogo na walitumia darubini.

3. Adui walikuwa na silaha gani?
Walikuwa na bunduki tisa na bombom saba.

4. Wakati walichungua adui waliona nini?
Waliona wanaweka baruti chini ya daraja.

5. Wapelelezi walikuwa na amri kupiga risasi?
La, lakini Koplo alifyatua bunduki kwa ajali.

6. Halafu adui walifanya nini?
Walikimbia mwituni moja kwa moja.

7. Wapelelezi walifukuza adui hawa?
Ndio Effendi, na walipiga risasi sita.

8. Ninataka kuona Koplo mara moja.
Atakuja sasa hivi Effendi.

3rd PERIOD PATTERN DRILLS I LESSON 18

Step 1.

1. Repetition Drill

a. Adui watakaribia bila kuonekana.
Adui watakaribia bila kuonekana.

watoto, mlinzi, wewe, mimi.

b. Tuliona wapelelezi wanasimama mitini.
Tuliona wapelelezi wanasimama mitini.

mpelelezi, simba (pl.), mbuzi (s.).

c. Walinzi walitumia darubini kuchungua adui.
Walinzi walitumia darubini kuchungua adui.

wewe, mimi, Koplo, sisi.

d. Wevi wanasimama nyuma ya nyumba.
Wevi wanasimama nyuma ya nyumba.

mwivi, simba (pl.), Masai, Juma.

e. Sisi tulikuwa na amri kupiga risasi.
Sisi tulikuwa na amri kupiga risasi.

ninyi, mimi, wewe, Ali.

f. Kipkemei alifyatua bunduki kwa ajali.
Kipkemei alifyatua bunduki kwa ajali.

sisi, walinzi, wewe, ninyi.

2. Substitution Drill

a. mitini.
Adui wanaingia ------
Adui wanaingia mitini.

hema, kambi, nyasi, nyumba, mji.

b. Mwivi
----- anaingia katika nyumba.
Mwivi anaingia katika nyumba.

ninyi, wewe, walinzi, mimi.

c. Mpelelezi
--------- alikaribia adui.
Mpelelezi alikaribia adui.

wewe, sisi, askari (pl.), mlinzi.

d. kambi.
Nilikwenda karibu na -----
Nilikwenda karibu na kambi.

skuli, mlango, mto, mji.

e. Atachungua
---------- adui kwa darubini.
Atachungua adui kwa darubini.

-tazama, -angalia, -ona, -tafuta.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Adui walikimbia wapi?
2nd: Walikimbia moja kwa moja mwituni.

ninyi, wanafunzi, wewe, mwivi.

b. 1st: Wapelelezi walifanya nini?
2nd: Waliweka baruti chini ya daraja.

wewe, Sajini Meja, askari (s.), ninyi.

c. 1st: Kipkemei atatumia nini kuchungua?
2nd: Atatumia darubini kuchungua.

ninyi, walimu, wewe, sisi.

d. 1st: Kapteni alitoa amri gani?
2nd: Alitoa amri kupiga bunduki mara moja.

walinzi, ninyi, mwalimu, wewe.

e. 1st: Walinzi walifukuza wevi?
2nd: Ndio, walipiga wawili risasi.

Kilonzo, ninyi, mlinzi, wewe.

5th PERIOD RECOMBINATION DRILL LESSON 18

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mliona wevi wawili?
Tuliona watatu Effendi.

mikuki, vikapu, watu, simba.

b. Mlifukuza simba wote?
Ndio, na tuliua mmoja.

-tano, -engi, -baya, -kali.

c. Mpelelezi atafunga safari lini?
Atafunga safari kesho.

wewe, walimu, askari (s.), sisi.

d. Askari atachukua nini?
Atachukua bunduki, risasi na beneti.

Maina, wewe, ninyi, Wamasai.

e. Nani alitoa amri kukimbia?
Sajini Meja alitoa amri kukimbia.

-simama, -safiri, -rudi, -toroka.

f. Waliua swala wangapi?
Waliua swala wanane.

-ona, -fukuza, -kamata.

g. Mgeni atachukua chakula vilevile?
Ndio, na atatumia kikapu hiki.

wewe, walinzi, ninyi, sisi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wapelelezi wa kikosi chetu waliondoka asubuhi sana kuchungua adui. Walikwenda kimya bila kuonekana. Halafu walisimama karibu kidogo na Sajini alichungua adui kwa darubini. Alihesabu adui kama thelathini. Aliona askari tisa wanashika bunduki, na saba walikuwa na bunduki ya bombomu. Askari wengine walikwenda karibu na mto na kule chini ya daraja walianza kutayarisha baruti. Waliweka baruti chini ya daraja.

Koplo alitazama sana na alishika bunduki vibaya. Kwa ajali alifyatua bunduki. Sasa adui wote walikimbia moja kwa moja msituni. Lakini Sajini alitoa amri kufuata adui na walipiga risasi. Walifaulu kupiga adui sita risasi. Halafu walirudi na Sajini alipiga ripoti kwa Kapteni.

Step 2. Questions based on the above narration:

Nani aliondoka asubuhi sana?
Waliondoka kufanya nini?
Sajini alitumia nini kuchungua adui?
Walisimama karibu na adui?
Adui walikuwa wangapi?

Askari tisa walishika nini?
Wangapi walikuwa na bombomu?
Askari wengine walikwenda wapi?
Chini ya daraja walifanya nini?
Koplo alishika bunduki vizuri?

Nani alifyatua bunduki?
Halafu adui walikimbia wapi?
Sajini alitoa amri kufuata adui?
Walipiga adui risasi?
Waliua wangapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You have learned to use the /y/ as a glide in words like:

vyombo	/vy/
kimya	/my/

In this lesson we add another such cluster containing /fy/. There are very few words containing this sound, but some of these are useful. The /fy/ as in the word 'fyatua' is pronounced as in the English word 'few'.

II. Language Structure

You have learned to count up to ten in Swahili. You will have learned then that numbers are treated like an adjective, they follow the noun, and also agree with the noun. It so happens that some of the numbers are Bantu in origin and others are Arabic in origin. Those of the Bantu origin take prefixes to agree with the noun, but the others do not take any prefixes. Make a careful note of these.

a. The following take prefixes:-

-moja	(1)
-wili	(2)
-tatu	(3)
-nne	(4)
-tano	(5)
-nane	(8)

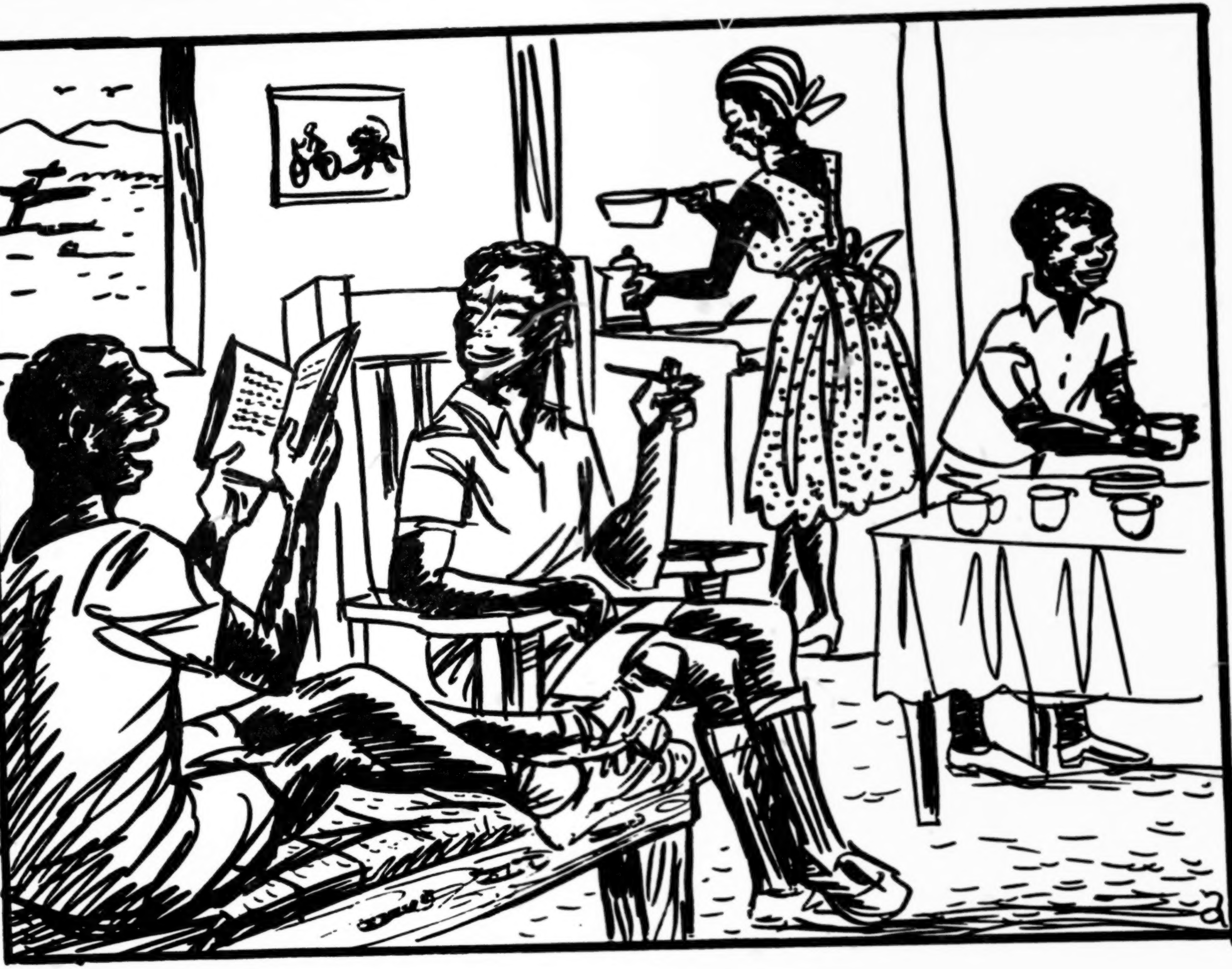
b. The following do not take prefixes:-

sita	(6)
saba	(7)
tisa	(9)
kumi	(10)

SWAHILI 12 WEEKS COURSE

LESSON 19

LESSON 19



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on consonant clusters with /y/ as a glide.

/vy/	/my/	/fy/	/py/
vyote	kimya	fyatua	mpya
vyumba	myembamba		
vyakula			

Vyakula vyote.
Vyumba vyote.
Chumba cha vyakula.
Vyakula vya Ali.
Vyumba vya Ali.

Kwenda kimya!
Kaa kimya sana!
Miti myembamba.
Mikono myembamba.

Alifyatua bunduki.
Fyatua upesi!

Kitu kipya.
Viatu vipya.
Mwalimu mpya.
Askari wapya.

2. Drill on Ki-Vi class words.

a.	Kitabu kidogo.	Vitabu vidogo.
	Kitanda kipya.	Vitanda vipya.
	Kiti kikubwa.	Viti vikubwa.
	Kiko kirefu.	Viko virefu.
	Kisu kikali.	Visu vikali.

b.	Kitambaa kile.	Vitambaa vile.
	Kijiko kile.	Vijiko vile.
	Kikombe kile.	Vikombe vile.
	Chombo kile.	Vyombo vile.
	Chakula kile.	Vyakula vile.

c.	Kitanda hiki.	Vitanda hivi.
	Kitabu hiki.	Vitabu hivi.
	Kichwa hiki.	Vichwa hivi.
	Kisu hiki.	Visu hivi.
	Kijiko hiki.	Vijiko hivi.

d. Anapanga meza.
Juu ya meza.
Chini ya meza.
Mke anavaa viatu.
Mke anavaa kitambaa.

Tunakula nyama.
Nyama ni juu ya meza.
Nyanya ni tamu.
Anakula wali.
Wali ni katika chombo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Here we see four people.

   These are: Hamisi, Alima, Isa and a visitor.

2. Is Hamisi sitting on the short bed?

   Yes, he is reading a small story book.

3. The visitor is sitting in the big chair, is that right?

   Yes, he likes to smoke a long pipe.

4. Is Alima Hamisi's wife?

   Yes, and she's preparing good food in the kitchen.

5. Is she wearing a new kerchief on her head?

   Yes, she is also wearing new shoes.

6. Will Isa help place the knives and spoons on the table?

   Yes, now there are only 4 cups on the table.

7. Are all waiting to have supper?

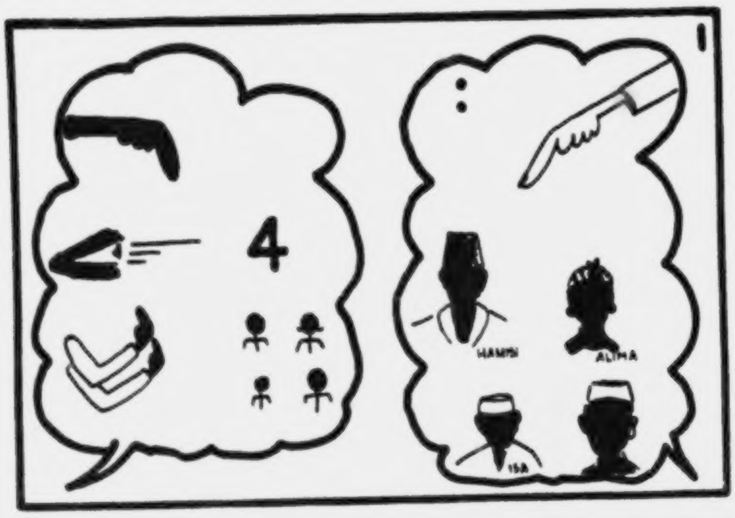
   Yes, it will be tomatoes and meat and rice.

8. Afterwards Isa will get his school lessons ready.

   And Alima will wash the dishes.

19

1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HAMISI
ALIMA
ISA

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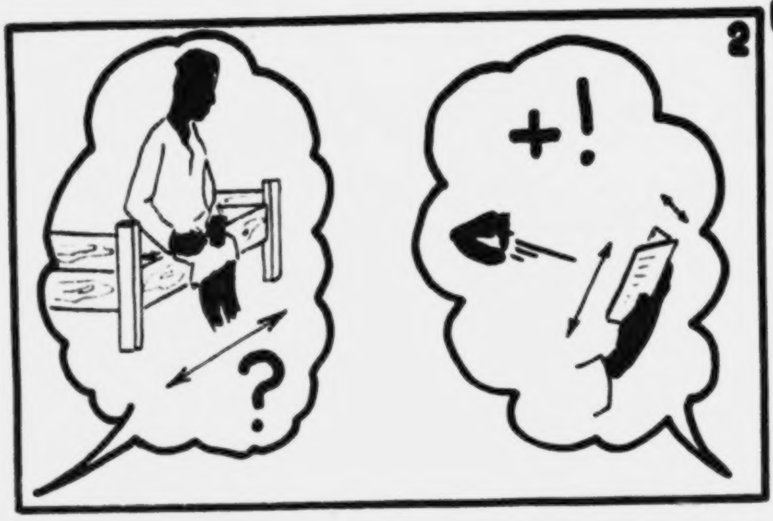

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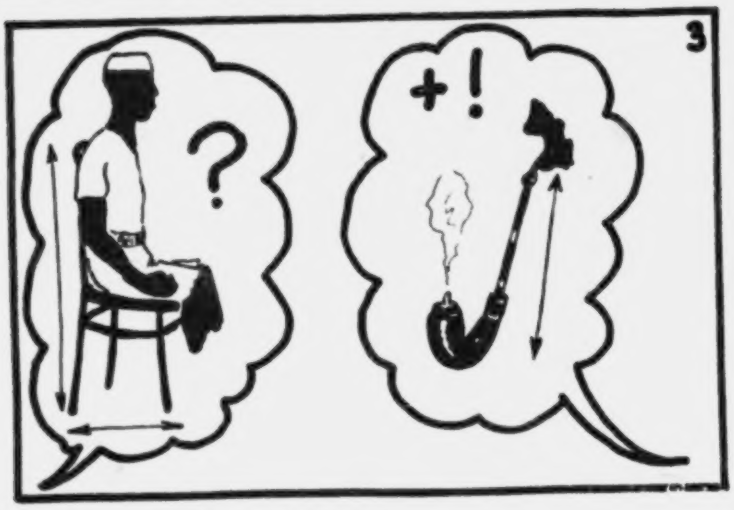

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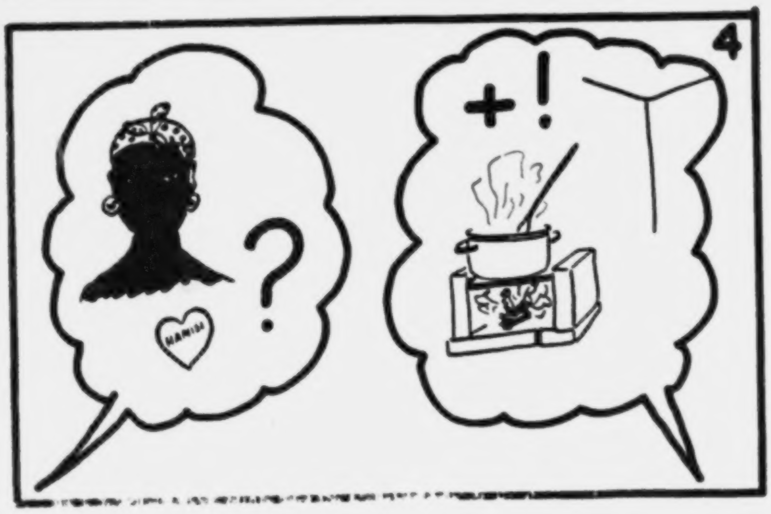

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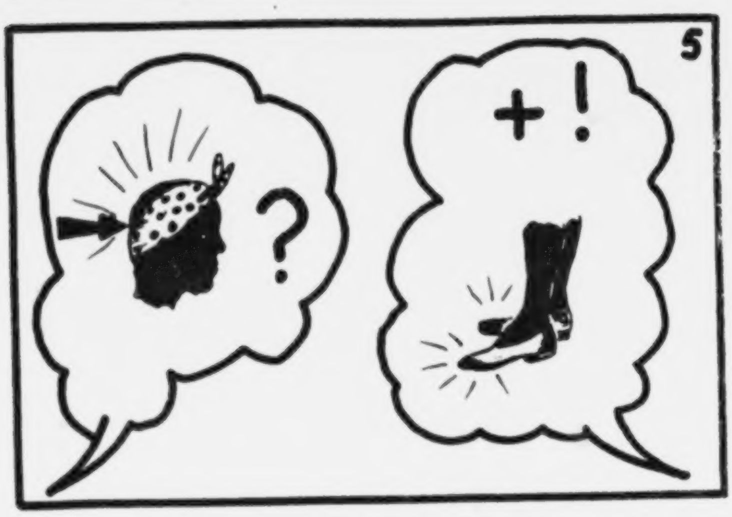

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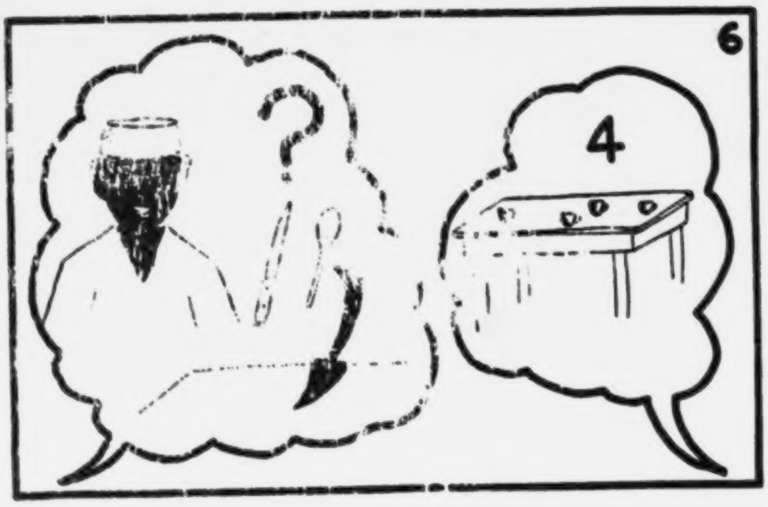

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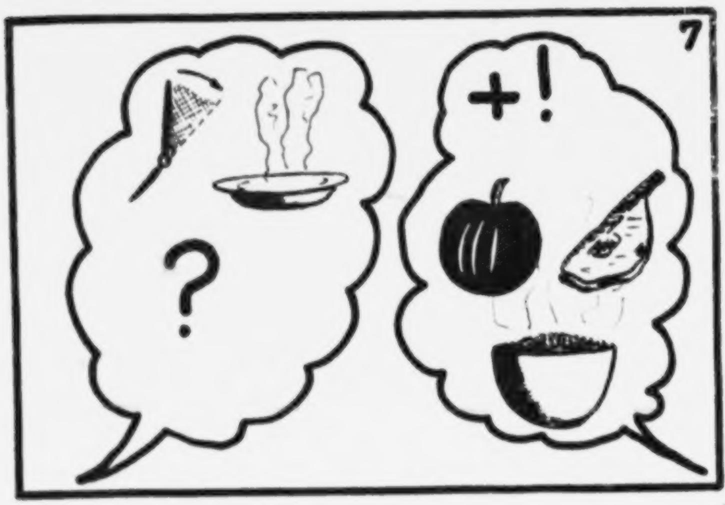

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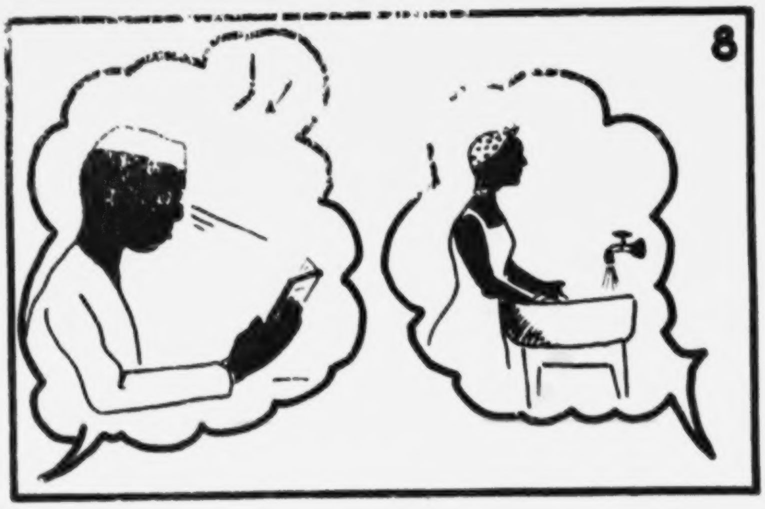


2nd PERIOD SWAHILI DIALOGUE LESSON 19

1. Hapa tunaona watu wanne.
   Hawa ni Hamisi, Alima, Isa na mgeni.

2. Hamisi anaketi juu ya kitanda kifupi?
   Ndio, anasoma kitabu kidogo cha hadithi.

3. Mgeni anaketi katika kiti kikubwa, sivyo?
   Ndivyo, anapenda kuvuta kiko kirefu.

4. Alima ni mke wa Hamisi?
   Ndio, na anapika chakula kizuri jikoni.

5. Anavaa kitambaa kipya kichwani?
   Ndio, na anavaa viatu vipya vilevile.

6. Isa atasaidia kuweka visu na vijiko mezani?
   Ndio, sasa tunaona vikombe vinne tu juu ya meza.

7. Wote wanangoja kula chakula cha jioni?
   Ndio, chakula ni nyanya na nyama na wali.

8. Halafu Isa atatayarisha masomo kwa skuli.
   Na Alima atasafisha vyombo vyote.

Step 1.

1. Repetition Drill

   a. Kitanda hiki ni kifupi.
      Kitanda hiki ni kifupi.

      vitanda, kiko, mkuki, mtoto.

   b. Anataka viti viwili virefu.
      Anataka viti viwili virefu.

      visu, viko, watoto, mishale.

   c. Kitanda kile kidogo ni kizuri.
      Kitanda kile kidogo ni kizuri.

      kiberiti, kijiko, vitabu, mkuki.

   d. Alinunua viatu vipya vizuri.
      Alinunua viatu vipya vizuri.

      kiti, kitambaa, mikeka, viatu.

   e. Viko vile virefu vinapendeza.
      Viko vile virefu vinapendeza.

      mikuki, kikapu, mtu, viko.

   f. Niliweka vikombe vyote mezani.
      Niliweka vikombe vyote mezani.

      vitu, vikapu, vijiko, chakula.

2. Substitution Drill

   a. Kitanda
      ------- kile kidogo ni kizuri.
      Kitanda kile kidogo ni kizuri.

      viatu, vitu, mtoto, mkuki, chombo.

b. Viberiti
-------- hivi vizee ni vibaya.
Viberiti hivi vizee ni vibaya.

kitanda, mkeka, vikombe, chombo.

c. Vibuyu
------ vikubwa vile vinapendeza.
Vibuyu vikubwa vile vinapendeza.

kisu, kitambaa, miti, mkuki.

d. Viko
---- hivi vyote ni virefu.
Viko hivi vyote ni virefu.

mishale, viberiti, visu, wanafunzi.

e. chakula
Anaweka ------- kizuri mezani.
Anaweka chakula kizuri mezani.

viazi, chombo, vitabu, vijiko.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Kitabu hiki kipya ni kikubwa?
2nd: La, kitabu hiki kipya ni kidogo.

vikapu, mikeka, vyombo, visu.

b. 1st: Alinunua vikapu vidogo vilevile?
2nd: Ndio, alinunua vikapu vidogo vizuri.

viko, kiti, vitabu, vitanda, kitambaa.

c. 1st: Unataka kikapu kipi?
2nd: Ninataka kile chembamba.

visu, kiberiti, mkuki, vitanda.

d. 1st: Mti gani unapendeza?
2nd: Mti ule mrefu unapendeza.

vibuyu, viberiti, kikombe, twiga, mishale.

e. 1st: Ali anatafuta vikapu au vibuyu?
2nd: Anatafuta vikapu na vibuyu vilevile.

ninyi, watoto, wewe, mwalimu.

5th PERIOD RECOMBINATION DRILL LESSON 19

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wanahitaji kiti kingine?
Ndio, wanahitaji kingine kidogo.

viatu, vijiko, mikeka, mkuki.

b. Wanataka kibuyu hiki au kile?
Wanataka kibuyu hiki kikubwa.

mshale, mwanafunzi, vikombe, viko.

c. Juma alipeleka kikapu gani?
Alipeleka kikapu kizee.

vikapu, kijiko, vitambaa, kiko.

d. Kitabu kile kipya ni kizuri?
Ndio, ni kizuri.

viatu, kikombe, mikuki, vibuyu.

e. Unatumia vibuyu vya nani?
Ninatumia vibuyu vya mwalimu.

vitambaa, kijiko, mshale, kitabu.

f. Alitumia kikombe hiki au kile?
Alitumia vyote viwili.

kiko, kisu, vikapu, mishale.

g. Vitu vile vyote ni vipya?
Ndio, vyote ni vipya.

vibuyu, vitabu, vikombe, mikuki.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mgeni anaketi katika nyumba ya Hamisi. Isa ni mtoto wa Hamisi na mke wake ni Alima. Mgeni anaketi katika kiti kikubwa na anavuta sigara au kiko. Hamisi anasoma kitabu cha Kiswahili.

Alima anapika chakula kizuri jikoni. Yeye ni mama hodari sana na anapenda kutengeneza chakula kizuri. Leo atapika nyama ya mbuzi pamoja na nyanya. Atatengeneza wali vilevile. Alima anavaa nguo nzuri sana. Mtoto wake Isa anasaidia mama na anaweka vyombo mezani, kama: vikombe vinne, vijiko na visu.

Baada ya chakula cha jioni baba atasema na mgeni, mama atasafisha vyombo, na Isa atatayarisha masomo kwa skuli.

Step 2. Questions based on the above narration:

Nyumba ni ya nani?
Nani anaketi katika kiti kikubwa?
Jina la baba ni nani?
Jina la mke wake ni nani?
Isa ni mtoto wa nani?

Mgeni anapenda kufanya nini?
Nani anasoma kitabu?
Alima anafanya nini jikoni?
Nani ni hodari?
Watakula nyama gani leo?

Pamoja na nyama watakula nini tena?
Nani anavaa nguo nzuri sana?
Nani anasaidia mama?
Anaweka nini mezani?
Baada ya chakula Isa atafanya nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You have learned about those special clusters where a consonant is followed by /y/. This /y/ acts as a glide into the vowel which follows. So far you have
learned /vy/ as in vyote, vyumba,
/my/ as in kimya,
/fy/ as in fyatua,

and now we'll add another one to the list, namely /py/ which occurs in the word '-pya' (new). Kitu kipya (a new thing). A near English equivalent would be the /py/ sound as in 'pew', 'puny'.

II. Language Structure

Read again the Generalization on nouns of the Ki-Vi class as given in Lesson 17. The pronouns referring to nouns in this class are: 'ki' (it) and 'vi' (they).

Kiti kinasimama.	(The chair is standing)
Viti vinasimama.	(The chairs are standing)

Note also that these prefixes change before a vowel stem: ki > ch, vi > vy. This was explained also under 'Sound Features' in Lesson 17. In this lesson you have had more practice with nouns of this class.

III. Cultural Note

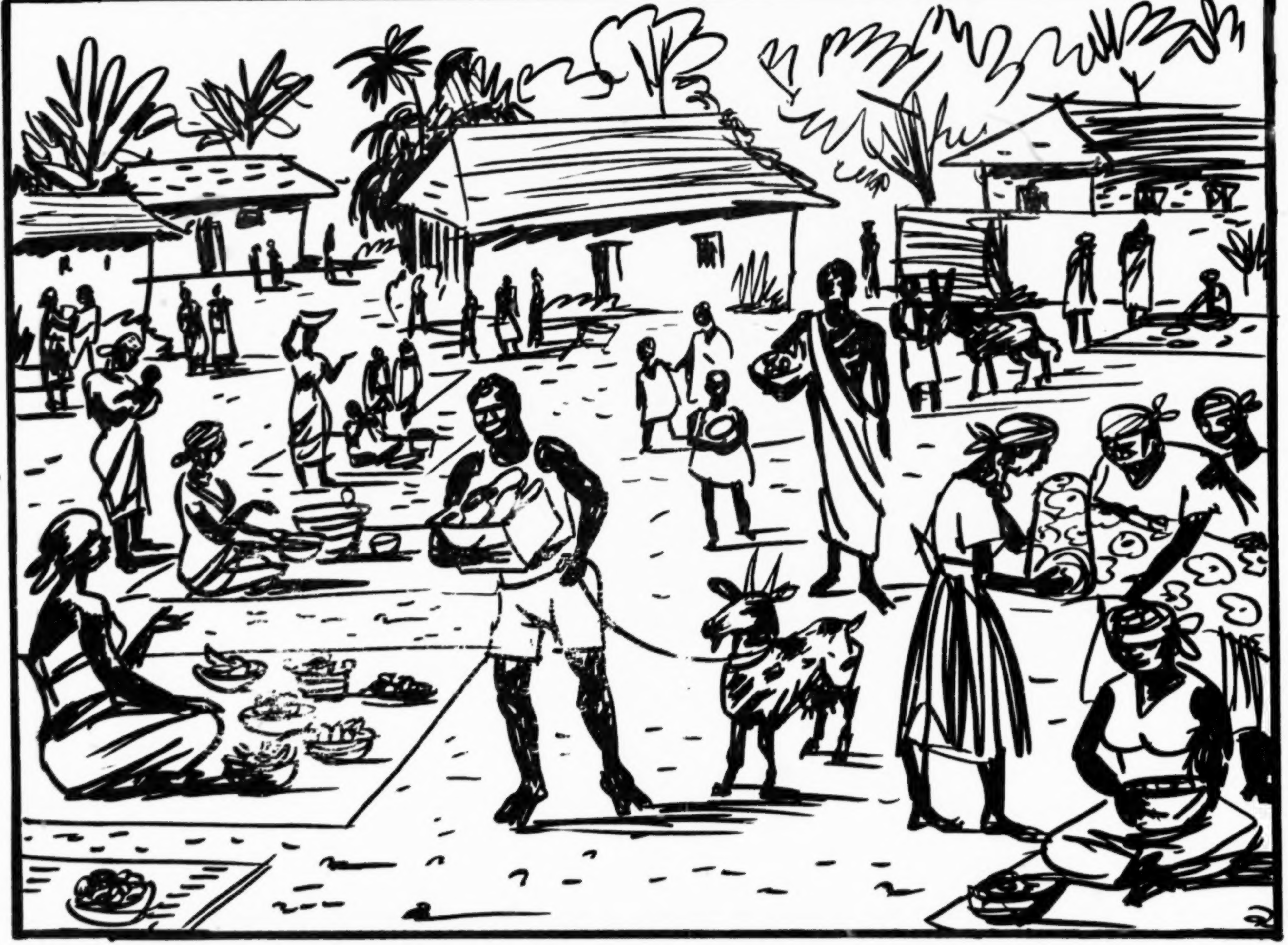
If meat is used in an African kitchen (for not many can afford to have meat often) then it is usually prepared as a stew, boiled with tomatoes, and sometimes onions. Meat is not fried. On special occasions when more people have been invited, then a leg of beef or a whole goat is roasted over an open fire, and then people help themselves by cutting off chunks of meat. The fingers are freely used and forks are not used. These are a Western importation.

Cooked rice, potatoes, or corn meal mush are commonly used at most meals.

SWAHILI 12 WEEKS COURSE

LESSON 20

LESSON 20



1st PERIOD PERCEPTION DRILL LESSON 20

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on "mwanamke" and "mwanamume".

Mwanamke anakuja.	Wanawake wanakuja.
Mwanamke mmoja.	Wanawake wengi.
Mwanamke huyu.	Wanawake hawa.
Mwanamke mwema.	Wanawake wema.

Mwanamume yule.	Wanaume wale.
Mwanamume mrefu.	Wanaume warefu.
Mwanamume mmoja.	Wanaume wengi.
Mwanamume anarudi.	Wanaume wanarudi.

2. Drills.

a.

Mtu huyu anauza.	Watu hawa wanauza.
Yeye ni mwuzaji.	Wao ni wauzaji.
Mtu yule ananunua.	Watu wale wananunua.
Yeye ni mnunuzi.	Wao ni wanunuzi.

Mtu huyu anafundisha.	Watu hawa wanafundisha.
Yeye ni mwalimu.	Wao ni walimu.
Mtu yule anapigana.	Watu wale wanapigana.
Yeye ni askari.	Wao ni askari.

Mtu huyu anajifunza.	Watu hawa wanajifunza.
Yeye ni mwanafunzi.	Wao ni wanafunzi.
Mtu yule analinda.	Watu wale wanalinda.
Yeye ni mlinzi.	Wao ni walinzi.

	Mtu huyu anaiba.	Watu hawa wanaiba.
	Yeye ni mwivi.	Wao ni wevi.
	Mtu yule anapeleleza.	Watu wale wanapeleleza.
	Yeye ni mpelelezi.	Wao ni wapelelezi.
b.	Aliuza kwa bei rahisi.	Bei rahisi.
	Aliuza kwa bei ghali.	Bei ghali.
	Aliuza rahisi.	Mwuzaji aliuza.
	Aliuza ghali.	Wauzaji waliuza.
	Alinunua rahisi.	Mnunuzi alinunua.
	Alinunua ghali.	Wanunuzi walinunua.
	Alinunua kwa bei rahisi.	Aliuza sokoni.
	Alinunua kwa bei ghali.	Alinunua sokoni.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 20

1. Are we entering the market now?

   Yes, and you can see the large grounds.

2. Do you know that today is market day?

   Yes, I see the women arranging things.

3. Can you see things (for sale) on all sides?

   Sure, sellers and buyers are crowding in now.

4. The men are selling goats, material (clothes) and shoes.

   But the women sell potatoes and foods.

5. Do they use cups to measure the beans?

   Yes, and they arrange the potatoes in heaps.

6. Is each heap priced cheaply?

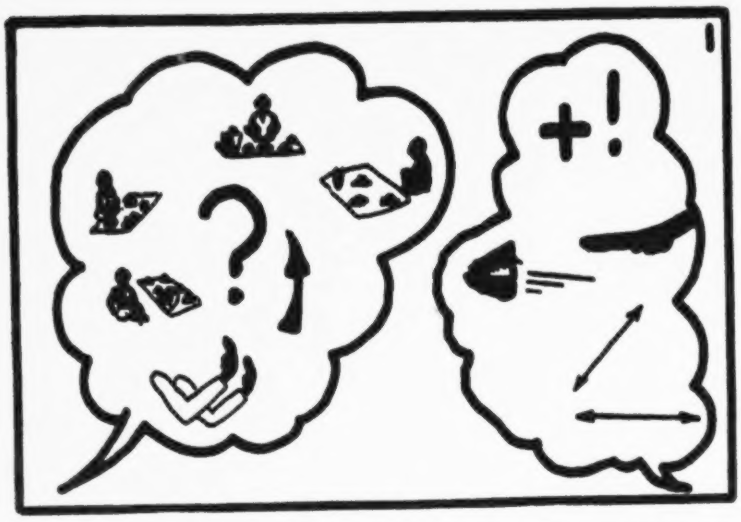
   Yes, the buyers try to buy cheaply.

7. Say, do the sellers try to sell at a higher price?

   Yes, but they also watch the price of others.

8. Afterwards will the price go down?

   Yes, many sellers will be in a hurry to sell.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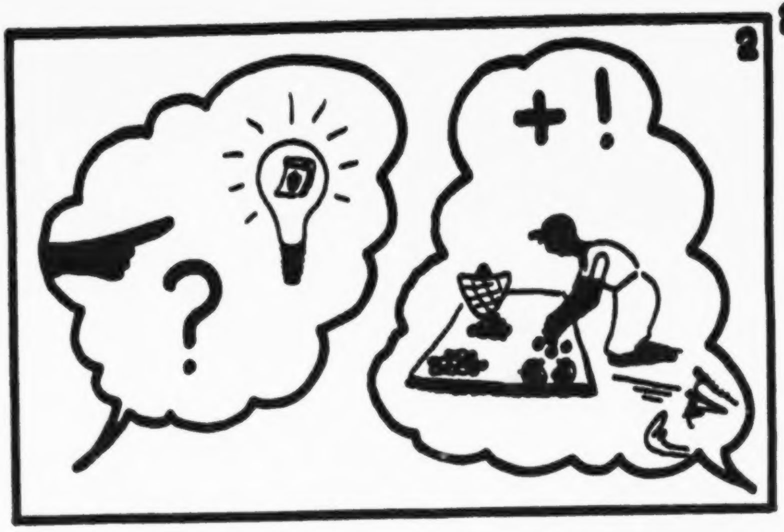
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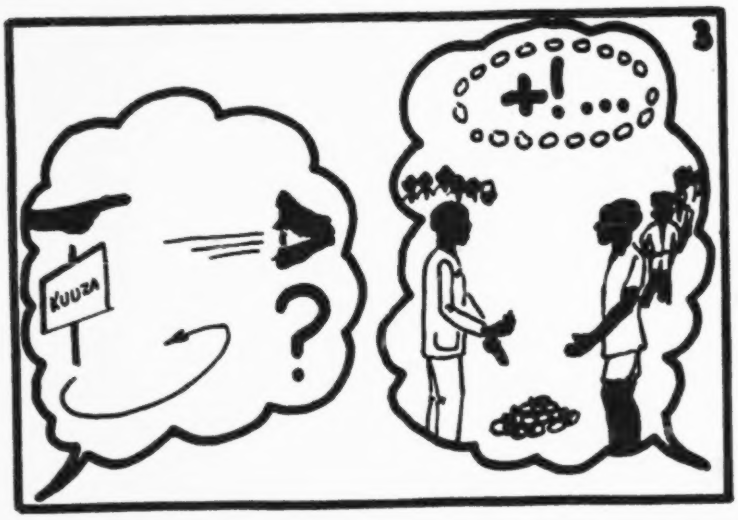
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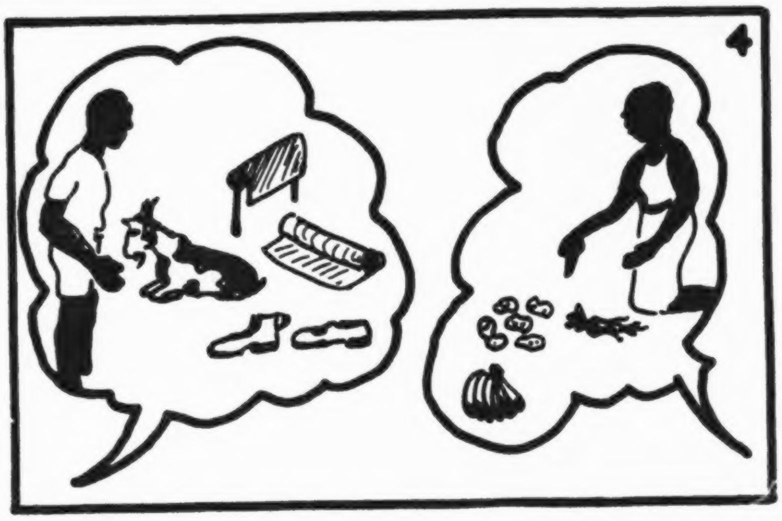
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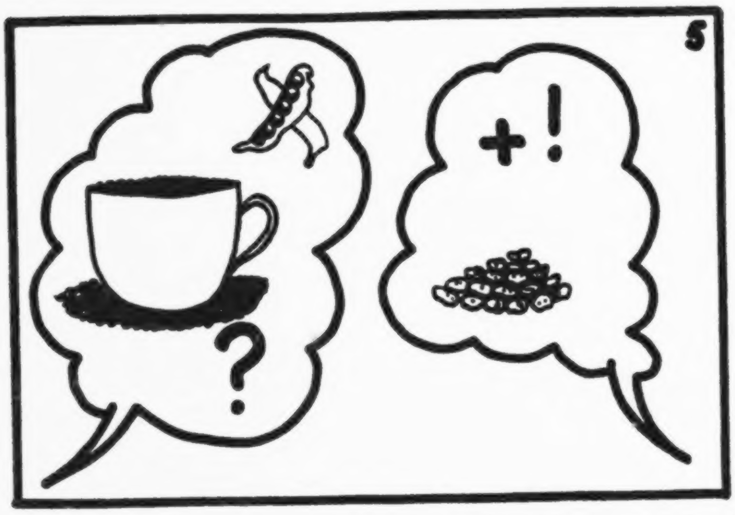
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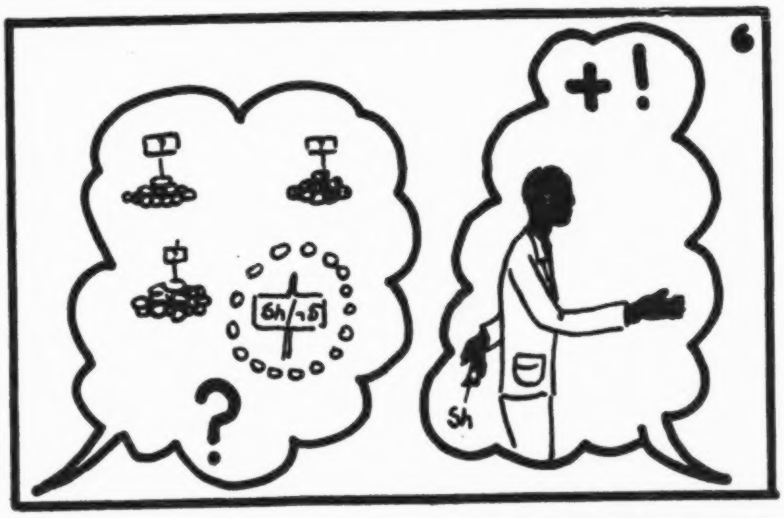
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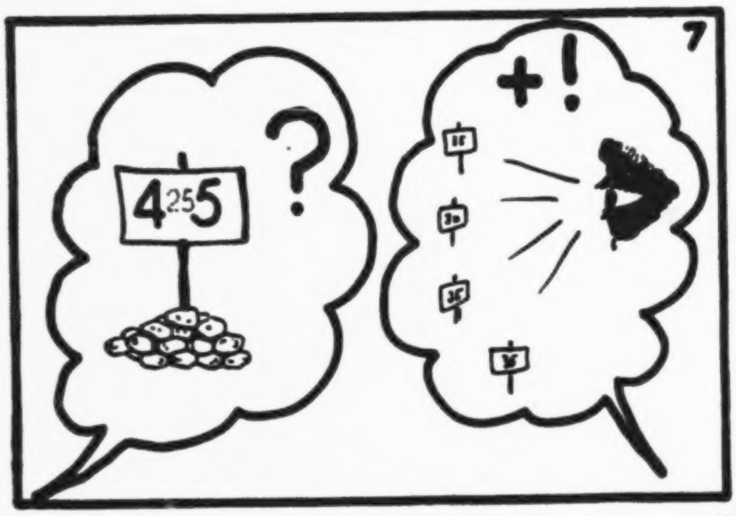
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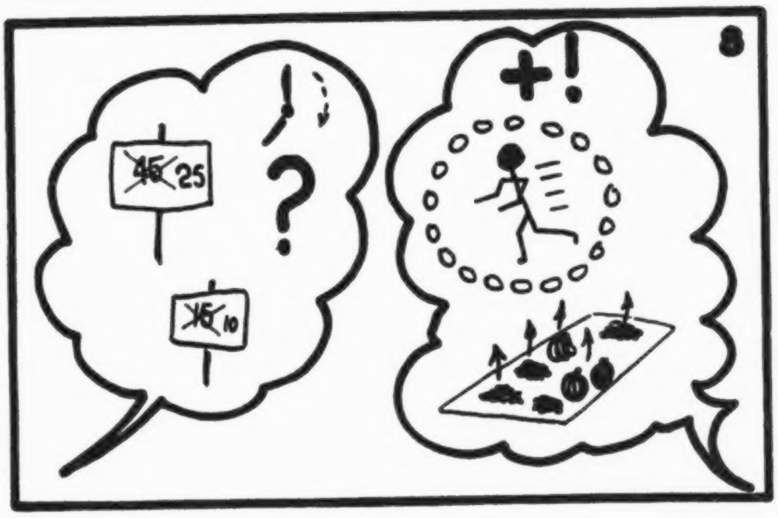
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2nd PERIOD SWAHILI DIALOGUE LESSON 20

1. Sasa tunaingia sokoni?

Ndio, na unaweza kuona kiwanja kikubwa.

2. Unajua leo ni siku ya soko?

Ndio, ninaona wanawake wanapanga vitu.

3. Unaweza kuona vitu kila upande?

Kweli! Wauzaji na wanunuzi wanasongana sana.

4. Wanaume wanauza mbuzi, nguo na viatu.

Lakini wanawake wanauza viazi na vyakula.

5. Wanatumia vikombe kupima maharagwe?

Ndio, na wanapanga viazi katika vifungu.

6. Kila kifungu kina bei rahisi?

Ndio, wanunuzi wanajaribu kununua rahisi.

7. Je, wauzaji wanajaribu kuuza ghali?

Ndio, lakini wanaangalia sana bei ya wengine.

8. Baadaye bei itashuka?

Ndio, wauzaji wengi watafanya haraka kuuza.

Step 1.

1. Repetition Drill

a. Kila kifungu kina viazi vikubwa.
Kila kifungu kina viazi vikubwa.

mwuzaji, kikapu.

b. Vifungu hivi vina bei rahisi.
Vifungu hivi vina bei rahisi.

viazi, kifungu, kitanda, vitambaa.

c. Vikapu vyake ni ghali.
Vikapu vyake ni ghali.

rahisi, -baya, -zuri, -kubwa.

d. Nitachukua kifungu hiki kidogo.
Nitachukua kifungu hiki kidogo.

vibuyu, viatu, mikuki, mshale.

e. Watoto wanauza vyakula vyao.
Watoto wanauza vyakula vyao.

vikapu, vijiko, vikombe, mikeka.

f. Wanaume na wanawake wanakwenda sokoni.
Wanaume na wanawake wanakwenda sokoni.

-rudi, -ingia, -simama, -ngoja.

2. Substitution Drill

a. mizigo
Ninaona ------ mikubwa pale.
Ninaona mizigo mikubwa pale.

vifungu, kikapu, mkuki, watoto.

b. Kifungu
------- hiki ni sawa na kile.
Kifungu hiki ni sawa na kile.

viberiti, mkuki, vibuyu, kikapu.

c. vitambaa
Mwanamke anauza -------- vyake.
Mwanamke anauza vitambaa vyake.

vitu, chakula, viberiti, vijiko.

d. viazi
Hivi ni ----- vikubwa.
Hivi ni viazi vikubwa.

kiazi, mkuki, vitabu, mtoto.

e. vitambaa
Atanunua -------- vizuri.
Atanunua vitambaa vizuri.

kibuyu, vikombe, mikuki, mkeka.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 20

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hiki ni kifungu kikubwa?
2nd: Ndio, na kina bei rahisi.

vifungu, kikapu, mkeka, vibuyu.

b. 1st: Vifungu hivi na vile ni vyake?
2nd: La, ni vya baba.

kiatu, kikombe, mikuki, viko.

c. 1st: Vitu vyangu ni sawa na vyako?
2nd: La, vyangu si vizuri.

kiberiti, kiko, vitambaa, mishale.

d. 1st: Viazi vile vina bei mzuri?
2nd: La, vile ni ghali sana.

kijiko, kitambaa, mkuki, mikeka.

e. 1st: Nani anauza maharagwe?
2nd: Wanawake wanauza maharagwe.

-pima, -nunua, -peleka, -taka.

5th PERIOD RECOMBINATION DRILL LESSON 20

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wanawake wanapanga nini?
Wanapanga vifungu vya viazi.

mwanamume, mwanamke, wewe, ninyi.

b. Vifungu hivi ni vingapi?
Ni vifungu vingi sana.

viberiti, watoto, mikuki, vitanda.

c. Wanunuzi watanunua vifungu vyote?
Watanunua vifungu vikubwa vyote.

vibuyu, vikapu, mikeka, mizigo.

d. Utanunua kiatu kile kidogo?
La, kile kidogo si kizuri.

viatu, kikombe, vitambaa, mishale.

e. Wanaume wanauza vyakula?
La, wanauza viatu.

mwanamume, Wakikuyu, wewe, ninyi.

f. Nani anauza vitu hivi?
Watoto wanauza vitu hivi.

kitu, vikombe, mikeka, mishale.

g. Wauzaji watauza vitu vyote?
Ndio, watauza vyote.

vikapu, vitanda, viberiti, mikuki.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Baba, mama, ndugu, dada, jirani, rafiki - wote wanakwenda sokoni leo. Ni siku ya soko na watu wengi wanapenda kwenda kutazama sokoni na kusema na watu.

Baba ataleta mbuzi mmoja na viatu. Atajaribu kuuza ghali, lakini wanunuzi wanataka kununua rahisi. Mama atajaribu kuuza maharagwe na vyakula mbalimbali. Wanaume na wanawake wengi watasongana na watasema kwa sauti kubwa.

Kila mtu anataka kununua au kuuza vitu vyake. Wanawake walipanga viazi katika vifungu vidogo, na wanapima maharagwe kwa kikombe kutoka vikapu. Wengine wanauza shuka na vitambaa vizuri.

Step 2. Questions based on the above narration:

Baba, mama, na jirani wanakwenda wapi?
Ni siku gani?
Watu wanapenda kwenda sokoni?
Kwa nini wanapenda sokoni?
Ndugu na dada walikwenda vilevile?

Baba atauza nini?
Atajaribu kuuza kwa bei rahisi?
Wanunuzi watajaribu kununua kwa bei gani?
Mama anauza nini?
Watafika watu wengi?

Wanaume na wanawake wanasema kwa sauti gani?
Wengi wanasongana, au sivyo?
Wanawake wanapima maharagwe kwa njia gani?
Wataweza kununua shuka vilevile?
Mama atapanga viazi kwa njia gani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

There are two compound words used in this lesson: mwanamume (man) and mwanamke (woman). Since these two words are made up of two words, the first one loses the regular stress and the second word carries the stress on the next to the last syllable as usual:-

e.g. s. mwána múme > mwanamúme (man)
pl. wána waúme > wanaúme (men)

s. mwána ḿke > mwanaḿke (woman)
pl. wána wáke > wanawáke (women)

Note that the stress in 'mwanaḿke' often slips back to 'mwanámke'. Both pronunciations will be heard in the spoken language.

II. Language Structure

In the compound words 'mwanamume' and 'mwanamke' take note of the change of prefixes, not only at the beginning of the word but also in the middle, when forming the plural:

s. pl.

mwanamke > ~~mw~~ana~~m~~ke > wanawake

mwanamume > ~~mw~~ana~~m~~ume > wanaume

The singular prefix 'm' is removed in both places and 'wa' substituted for the plural, except in 'wanaume' where it appears only in the beginning.

III. Cultural Note

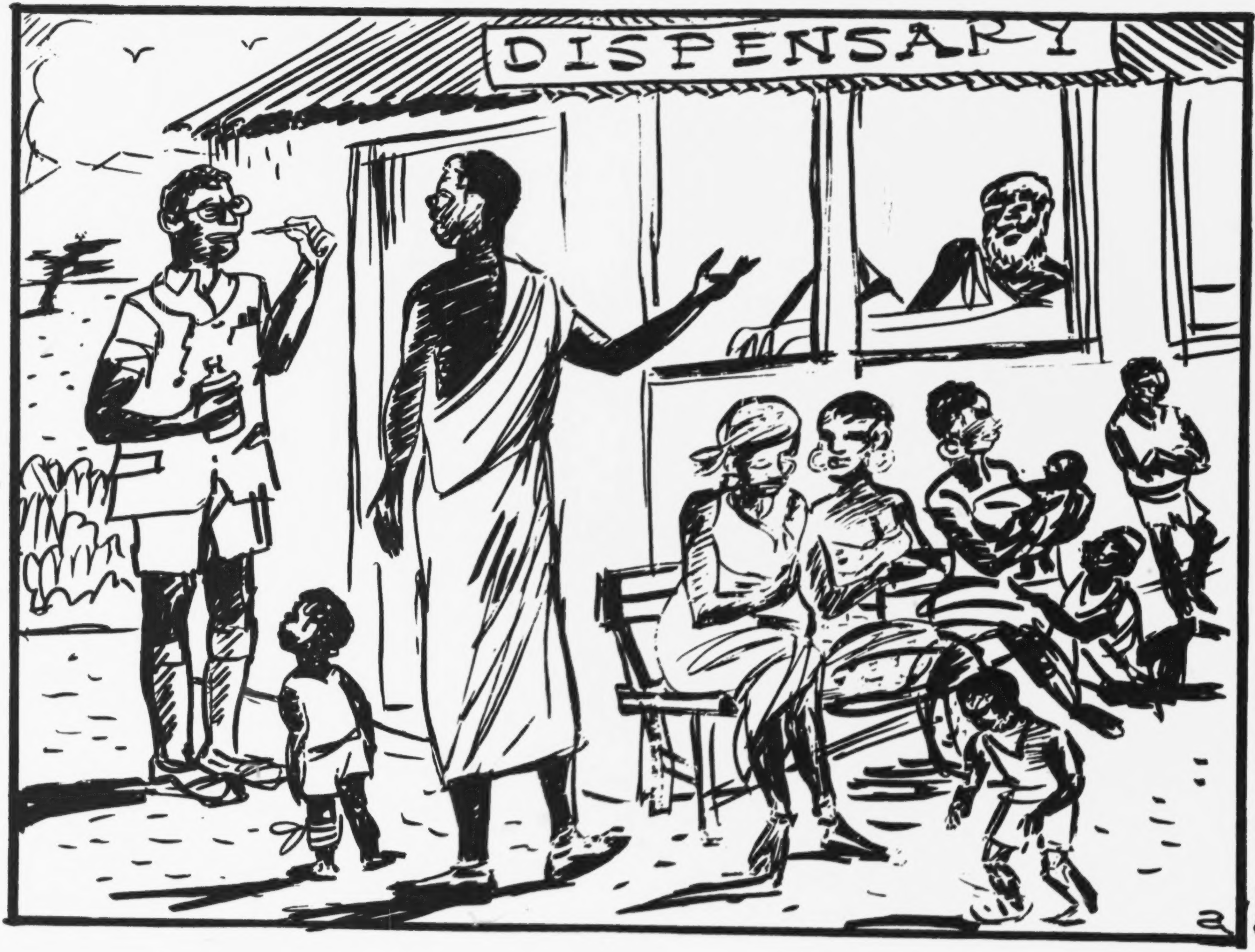
The African Market is a most interesting place. In the cities it is usually in a large building, controlled and made to fit a new pattern. But in the rural communities, market day, which may be held

2 - 3 times a week, has an added social function. The market place is out in the open, there is a large crowd of gaily clad people milling around. Much visiting takes place with the banter and barter. Men and women sell their respective goods which are usually spread out on the ground, each seller having his or her alotted space. Items for sale will include: goats, chickens, eggs, bananas, pawpaws, dry beans, corn, potatoes, and other food stuffs. There would also be sections where bright materials, beads, combs, etc, are sold.

SWAHILI 12 WEEKS COURSE

LESSON 21

LESSON 21


DISPENSARY

1st PERIOD   PERCEPTION DRILL   LESSON 21

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on assimilated words from the English.

doctor:	Huyu ni daktari. Daktari anatoa dawa.
dispensary:	Daktari ana dispensari. Dawa ya dispensari.
thermometer:	Daktari anatumia themometa. Themometa ni chombo.
Sergeant:	Sajini ni askari. Sajini Meja.
Corporal:	Koplo ni askari pia. Koplo anasaidia Sajini.
Captain:	Kapteni anatoa amri. Kapteni ni mtu hodari.
report:	Ripoti ya Koplo. Anapiga ripoti.
bayonet:	Askari anatumia beneti. Bunduki na beneti.
school:	Skuli ya watoto. Mwalimu katika skuli.
radio:	Tunasikia redio. Habari ya redio.
shilling:	Alilipa shilingi hamsini. Ana shilingi.
check(cheque):	Ninalipa kwa cheki. Cheki ya shilingi 40.
cigarette: (cigar)	Mzee anavuta sigara. Ananunua sigara.

2. Drills with demonstratives of reference.

Mtu huyu nani?	Huyo ni daktari.
Watu hawa nani?	Hao ni askari.
Huyu anafanya nini?	Huyo anasimama.
Hawa wanakwenda wapi?	Hao wanasafiri Kenya.
Mguu huu unaumia?	Huo unaumia sana.
Miti hii ni ya nani?	Hiyo ni ya jirani.
Mji huu unapendeza?	Ndio, huo unapendeza.
Milima ile ni mirefu?	Hiyo ni mirefu sana.
Chakula hiki ni kizuri?	Ndio, hicho ni kizuri.
Visu hivi ni vikali?	Hivyo ni vikali sana.
Chombo hiki cha nini?	Hicho ni cha kupima.
Vitabu hivi ni vidogo?	La, hivyo ni vikubwa.

3. Drills.

Huyu ni mgonjwa.
Mtu mgonjwa.
Huyu ana ugonjwa.
Ni ugonjwa wa malaria.
Kwinini ni dawa.
Homa ya malaria.
Hawa ni wagonjwa.
Watu wagonjwa.
Ni ugonjwa gani?
Atapata kwinini.
Ni dawa ya homa.
Dawa ya dispensari.

Dada anaumia tumbo.
Dawa ya kusafisha tumbo.
Mtoto anaumia mguu.
Kidonda kimoja kikubwa.
Daktari anapima joto.
Anataka dawa ya tumbo.
Baba anaumia kichwa.
Ana vidonda vingi.
Atapata dawa maalum.
Ana themometa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 21

1. Hello doctor! I'm coming to have a look at the dispensary.

   Come in, we have many patients today.

2. What kind of sickness does that old man have?

   He has malaria fever.

3. What medicine will he get?

   He'll get quinine, a medicine against malaria.

4. Those mothers, what ails them?

   They have stomach ache.

5. Will they get medicine for the stomach?

   They'll drink medicine to clean the stomach.

6. Do these children have sore legs?

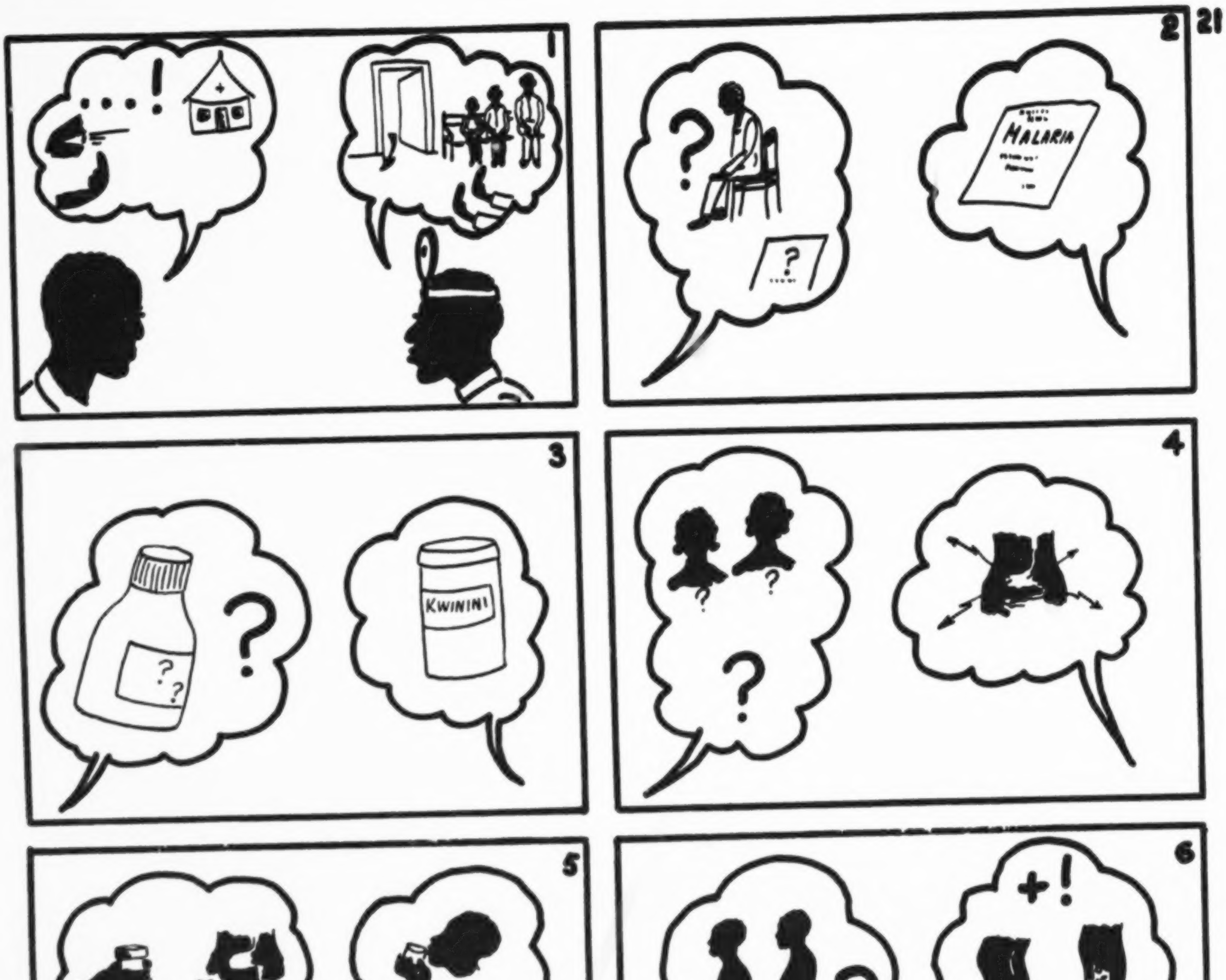
   Yes, those legs have big sores on them.

7. Is there a large sore on that child's leg?

   Yes, that will require special medicine.

8. What is this thing?

   That's for measuring the temperature (heat) of the body. It is a thermometer.


1
...!
2
?
?
MALARIA
3
? ?
?
KWININI
4
? ? ?
5
?
6
?
+!
7
?
+!
8
?
...

1. Jambo daktari! Ninafika kutazama dispensari.

   Karibu, tuna wagonjwa wengi leo.

2. Yule mzee ana ugonjwa gani?

   Huyo ana homa ya malaria.

3. Atapata dawa gani?

   Atapata kwinini, dawa ya malaria.

4. Mama wale wanaumia wapi?

   Hao wanaumia tumbo.

5. Watatumia dawa ya tumbo?

   Watakunywa dawa ya kusafisha tumbo.

6. Watoto hawa wanaumia miguu?

   Ndio, miguu hiyo ina vidonda.

7. Mguu wa mtoto yule una kidonda kikubwa?

   Ndivyo, huo utahitaji dawa maalum.

8. Kitu hiki ni nini?

   Hicho ni cha kupima joto katika mwili.
   Ni themometa.

Step 1.

1. Repetition Drill

a. Mzee ana ugonjwa mbaya.
Mzee ana ugonjwa mbaya.

wewe, mama, watoto, ninyi.

b. Hawa wanaumia tumbo sana.
Hawa wanaumia tumbo sana.

huyo, mimi, wewe, wale.

c. Mtoto atapata kwinini.
Mtoto atapata kwinini.

mama, ninyi, sisi, hao.

d. Unahitaji dawa maalum leo.
Unahitaji dawa maalum leo.

jana, asubuhi, kesho, kesho kutwa.

e. Mguu wa mtoto unaumia zaidi.
Mguu wa mtoto unaumia zaidi.

miguu, mkono, mwili, kidole.

f. Wagonjwa wanaingia katika dispensari.
Wagonjwa wanaingia katika dispensari.

mtoto, wewe, ninyi, sisi.

2. Substitution Drill

a. Mzee
---- ana homa kali.
Mzee ana homa kali.

watoto, wagonjwa, ninyi, sisi.

b. Hawa
---- wana vidonda miguuni.
Hawa wana vidonda miguuni.

ninyi, wale, hao, mtoto.

c. Ninyi
----- mtapata kwinini kwa malaria.
Ninyi mtapata kwinini kwa malaria.

wewe, mama, watoto, mimi.

d. Jana
---- nilikunywa dawa maalum.
Jana nilikunywa dawa maalum.

sasa, jioni, kesho, leo.

e. Sisi
---- tuliingia katika dispensari.
Sisi tuliingia katika dispensari.

ninyi, Maina, wewe, wanawake.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mzee anaumia wapi?
2nd: Mzee anaumia tumbo.

wewe, ninyi, mama, mimi.

b. 1st: Huyo alipata dawa gani?
2nd: Huyo alipata kwinini.

mimi, baba, wewe, ninyi.

c. 1st: Mguu huo unaumia sana?
2nd: Ndio, unaumia sana.

miguu, kichwa, mkono, kidole.

d. 1st: Mgonjwa atalala hospitali?
2nd: La, atarudi nyumbani.

wewe, ninyi, hao, mimi.

e. 1st: Daktari anafanya nini?
2nd: Anaangalia wagonjwa katika dispensari.

wazee, Yusufu, ninyi, wewe.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Hao wana homa ya malaria?
La, wanaumia tumbo.

ninyi, mtoto, wewe, mgonjwa.

b. Wewe unataka nini hapa?
Ninataka kutazama dispensari.

Huyo, wanawake, mtoto, Yusufu.

c. Daktari alisema nini?
Alisema utalala hospitali.

baba, wewe, wageni, ninyi.

d. Mguu unaumia sana?
Ndio, unaumia sana.

mikono, vidole, kichwa.

e. Wewe ulipata nini?
Nilipata kwinini, dawa ya malaria.

ninyi, mgeni, huyo, watoto.

f. Utatumia dawa gani?
Nitatumia dawa hiyo.

kijiko, vibuyu, mkuki, mikeka.

g. Daktari alifika lini?
Alifika leo asubuhi.

ninyi, hao, wewe, mtoto.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma anakwenda kusalimia rafiki yake katika dispensari. Huyo ni daktari mdogo katika dispensari na anatoa dawa kwa wagonjwa.

Juma anaona wagonjwa wengi na anapenda kujua habari ya wagonjwa. Baba mzee anaketi pale, anaumia kichwa na ana homa. Daktari anatumia chombo maalum (themometa) kupima joto katika mwili. Anapima kila kitu vizuri na anaona mzee ana homa ya malaria. Halafu mzee mgonjwa anapata dawa ya kwinini.

Wanawake wengine hata na watoto, wanaumia tumbo. Hao watapata dawa ya kusafisha tumbo. Halafu Juma aliona watoto wanaumia miguu kwa sababu ya vidonda. Atasafisha vidonda hivyo kwanza, halafu daktari atatia dawa na atafunga vidonda kwa kitambaa chembamba. Daktari ana kazi kubwa kusaidia watu hawa.

Step 2. Questions based on the above narration:

Juma anakwenda wapi?
Nani anatoa dawa kwa wagonjwa?
Rafiki ya Juma ni nani?

Juma anaona watu wengi?
Hawa ni wagonjwa?

Baba mzee ana ugonjwa gani?
Ana umia sana?
Daktari anapima nini?
Atatoa dawa gani kwa malaria?
Wanawake wanaumia tumbo?

Watoto wanaumia tumbo vilevile?
Watoto wengine wanaumia miguu?
Vidonda ni katika mikono?
Daktari atafanya nini na vidonda?
Kazi ya daktari ni kusaidia nani?

Note; When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

You will have recognized a few English words which have been taken into the Swahili language. In the process of assimilation some changes take place, such as:

a. Since words in Swahili end with a vowel, so either a vowel is added or a consonant dropped.

b. Unfamiliar consonant clusters may be split up and vowels slipped in.

c. The accent may shift to follow the Swahili fixed stress.

Here are some such words for your study:-

English		Swahili
doctor	>	daktári
dispensary	>	dispénsari
Sergeant	>	Sajíni
Corporal	>	Kóplo
motorcar	>	motokáa
Captain	>	Kapténi

II. Language Structure

a. You have learned the pointing out words (demonstratives) like:

huyu	(this)	hawa	(these)
yule	(that)	wale	(those)

By taking the form which begins with 'h' and changing the ending to 'o' we get a demonstrative of reference. This is used in referring back to something which has been mentioned or pointed out. Here is an example how this would be used. A teacher up in front may point to a picture of a person and ask: Is this a child? 'Huyu ni mtoto?' The person further away would not reply and say: Yes, this is a child, but in English would change it and say 'That is a child'. In Swahili the demonstrative 'that' is really for objects further away. According to good usage he would therefore refer to the item already introduced in the conversation by the use of this demonstrative of reference. Thus:-

Huyu ni mtoto? Ndio, huyo ni mtoto.

b. In the three noun classes that we have learned so far these demonstratives of reference would be:

M-WA class

s.	huyo	(that aforementioned) person
pl.	hao	(those aforementioned) persons

M-MI class

s.	huo	(that aforementioned) tree
pl.	hiyo	(those aforementioned) trees

KI-VI class

s.	hicho	(that aforementioned) thing
pl.	hivyo	(those aforementioned) things

III. Cultural Note

Dotted throughout the country in East Africa are numerous small medical dispensaries where common ailments are treated and first aid administered. Serious cases are taken to a hospital if possible.

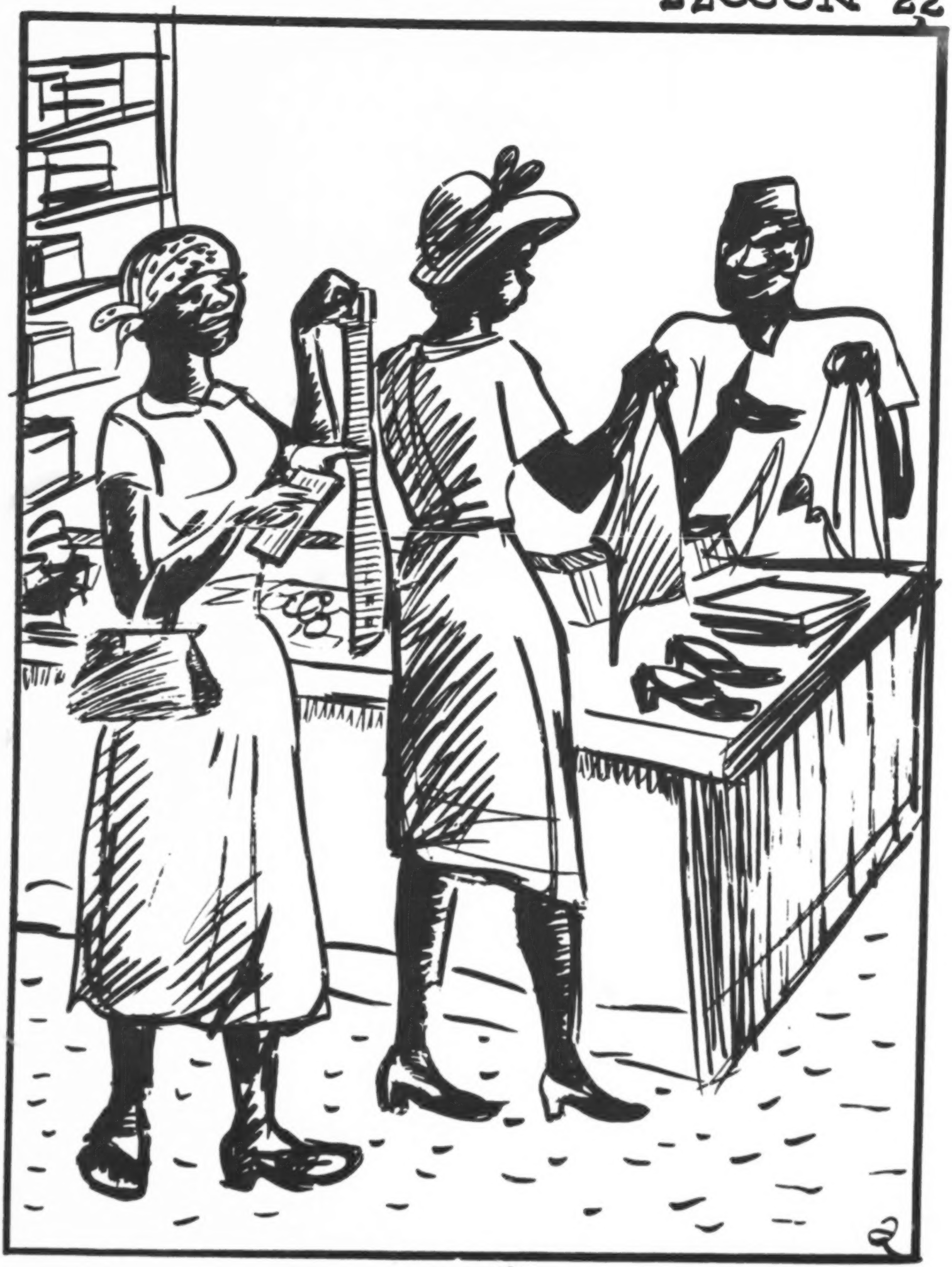
Looking over the patients one would find three prevalent ailments: (1) Malaria fever which is prevalent throughout most of Africa and against which quinine is still the common and somewhat safer medicine. (2) Intestinal parasites and stomach trouble. The appropriate worm medicine and purgative like Epsom Salts would be helpful. (3) Open sores, especially on legs. Being open to infection, covered with flies, these may become difficult to control. Some tincture of iodine or a good disinfectant after washing out the sore with hot water and soap, and then a bandage if necessary, will be the usual treatment.

The Government maintains these dispensaries and treatment is either free or at a very nominal cost.

SWAHILI 12 WEEKS COURSE

LESSON 22

LESSON 22



1st PERIOD PERCEPTION DRILL LESSON 22

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on some colors.

a.	Mtu mweusi.	Watu weusi.
	Mtu mweupe.	Watu weupe.
	Swala mwekundu.	Swala wekundu.
b.	Mlango mweusi.	Milango myeusi.
	Mkate mweupe.	Mikate myeupe.
	Mshipi mwekundu.	Mishipi myekundu.
	Mkeka kimanjano.	Mikeka kimanjano.
	Mkeka buluu.	Mikeka buluu.
c.	Kikapu buluu.	Vikapu buluu.
	Kitambaa kimanjano.	Vitambaa kimanjano.
	Kiti cheupe.	Viti vyeupe.
	Kiatu cheusi.	Viatu vyeusi.
	Kibuyu cheusi.	Vibuyu vyeusi.

2. Drills on some numbers.

   a. Shilingi hamsini.
      Shilingi arobaini.
      Watoto ishirini.
      Mbuzi thelasini.
      Vibuyu kumi.

   b. Vitabu kumi na kimoja.
      Viti kumi na viwili.
      Miti kumi na mitatu.
      Mishale kumi na minne.
      Wageni kumi na watano.
      Watoto kumi na sita.

c. Mishipi ishirini na miwili.
Wagonjwa ishirini na wanne.
Wanaume thelasini na watano.
Wanawake arobaini na watatu.
Vidole kumi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. What do you want to buy today?
We are looking for various useful items.

2. Do these blue kerchiefs (cloths) please you?
No, we'll buy the yellow and white ones.

3. I'll bring them all out here to show you.
Thanks, we also want belts.

4. Look at those behind the table.
Are those long enough?

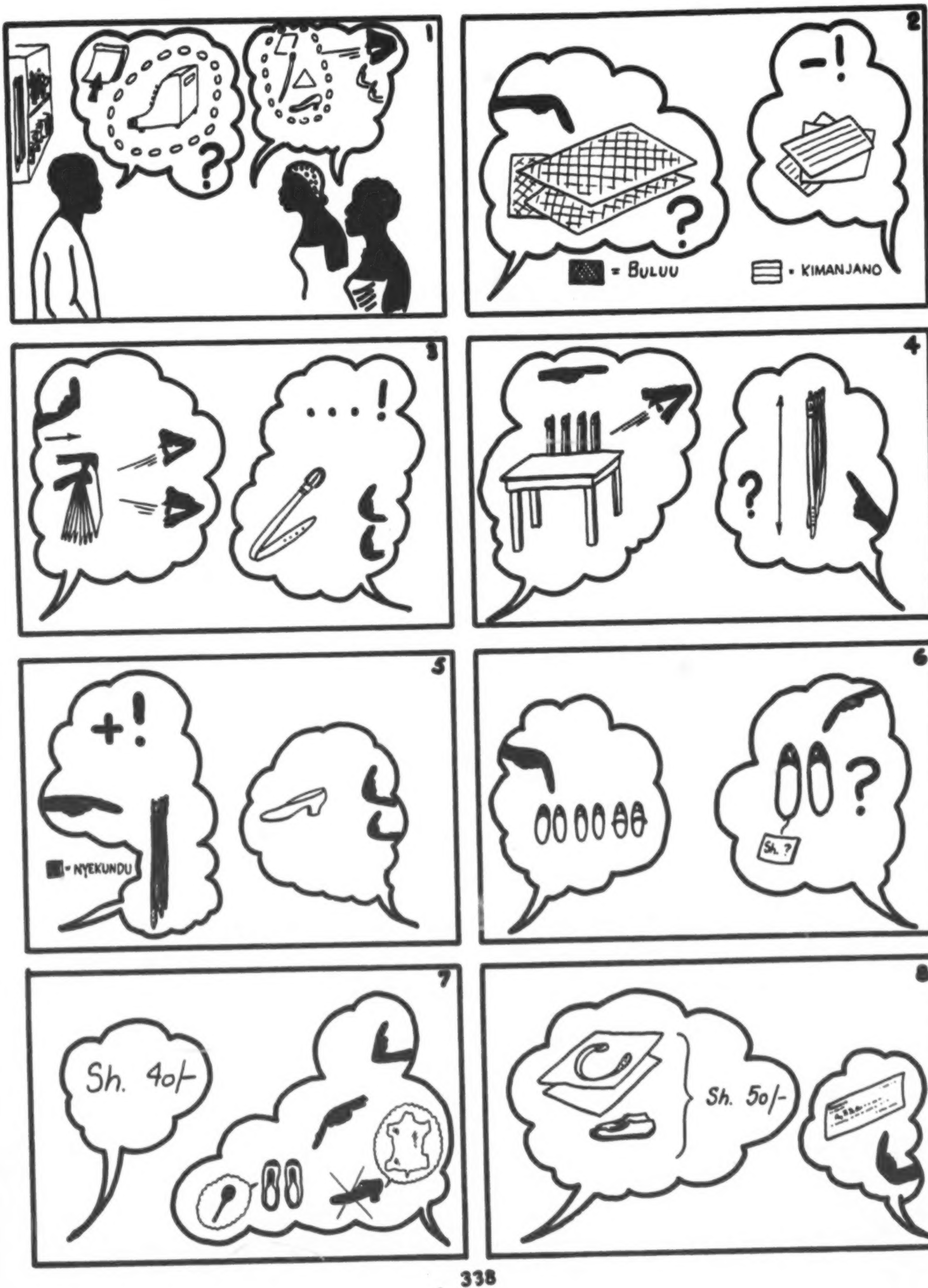
5. Yes, especially these red ones.
We also need shoes.

6. Here are nice black shoes.
For what price do you sell these?

7. You'll get these for 40 shillings.
I'll take the rubber shoes, not leather.

8. Altogether all items come to 50 shillings.
I'll pay by check.

22


1
?
2
?
–!
= BULUU
= KIMANJANO
3
. . . !
4
?
5
+!
= NYEKUNDU
6
Sh. ?
?
7
Sh. 40/-
8
Sh. 50/-

1. Mnataka kununua nini leo?
   Tunatafuta vifaa mbalimbali.

2. Vitambaa hivi buluu vinapendeza?
   La, tutanunua vya kimanjano au vyeupe.

3. Nitaleta vyote hapa kuonyesha.
   Asante, tunataka mishipi vilevile.

4. Angalieni ile nyuma ya meza.
   Hiyo ni mirefu ya kutosha?

5. Ndio, hasa hii myekundu.
   Tunahitaji viatu vilevile.

6. Hapa ni viatu vizuri vyeusi.
   Hivi unauza kwa bei gani?

7. Utapata hivi kwa shilingi arobaini.
   Nitachukua vya mpira si vya ngozi.

8. Jumla vitu vyote ni shilingi hamsini.
   Nitalipa kwa cheki.

Step 1.

1. Repetition Drill

   a. Mtu yule anatafuta vifaa mbalimbali.
      Mtu yule anatafuta vifaa mbalimbali.

      mwanamke, mzee, wanaume.

   b. Mtoto huyu mrefu ni mzuri.
      Mtoto huyu mrefu ni mzuri.

      wanafunzi, watoto, mwalimu.

   c. Watu hawa wana duka.
      Watu hawa wana duka.

      mtu, mama (s.), wazee.

   d. Vitambaa hivi ni vyekundu.
      Vitambaa hivi ni vyekundu.

      vikapu, kikombe, mkeka.

   e. Viatu vile vyeusi vinapendeza.
      Viatu vile vyeusi vinapendeza.

      kiatu, mishipi, kibuyu.

   f. Mtu huyo mrefu ni Mkikuyu.
      Mtu huyo mrefu ni Mkikuyu.

      watoto, mwanamke, wanaume.

2. Substitution Drill

   a. Mtu
      --- yule anatafuta vifaa mbalimbali.
      Mtu yule anatafuta vifaa mbalimbali.

      watu, mwanamke, wanaume.

b. Mtoto
----- huyu mrefu ni mzuri.
Mtoto huyu mrefu ni mzuri.

wanafunzi, watoto, mwalimu.

c. Vitambaa
-------- hivi vyeusi vinafaa.
Vitambaa hivi vyeusi vinafaa.

kibuyu, viatu, mikuki, mshale.

d. viatu
Nitanunua ----- vile vyekundu.
Nitanunua viatu vile vyekundu.

kiatu, kikapu, mikeka.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 22

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hiki ni kiatu cheusi?
2nd: Ndio, ni kiatu cheusi.

viatu, mkuki, kikapu, mikeka.

b. 1st: Vikapu vile vyekundu vinapendeza?
2nd: Vinapendeza sana.

mishipi, mshipi, kikombe, vibuyu.

c. 1st: Kiko hicho cheupe kinafaa?
2nd: La, tunahitaji kingine.

vibuyu, kitabu, mkeka, kiatu.

d. 1st: Mtu huyu mfupi ni mbaya?
2nd: Ndio, ni mtu mbaya.

watoto, mwanamke, Waswahili, mzee.

e. 1st: Watoto wale wanataka nini?
2nd: Wanatafuta viatu vidogo.

mtu, mwanamume, mwanamke.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Unataka kikapu hiki au kile?
Nitatumia hiki, kile ni kizee.

mkuki, vibuyu, kijiko, visu.

b. Mtoto huyu atafuatana na mtu yule?
Ndio, atafuatana na mtu yule.

watoto, walinzi, mgeni, Mkikuyu.

c. Watu hao walifanya nini?
Walitafuta mtoto huyo mpaka jioni.

Masai, mwanamke, walimu, mama (s.).

d. Nani alileta kibuyu hicho kidogo?
Juma alileta kibuyu hicho.

vikombe, mkeka, mikuki, watoto.

e. Wanafunzi hawa wanakaa wapi?
Wanakaa mjini.

Mswahili, watoto, wazee.

f. Tutanunua vikapu gani?
Mtanunua vile vyeupe.

mikuki, mshipi, kitabu, viko.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wanawake wawili wanakwenda dukani kununua vifaa mbalimbali. Yule mmoja anapenda kuvaa vitambaa vizuri na anatafuta vile vya kimanjano. Mwuzaji anaonyesha vingine vyekundu, vyeupe na buluu. Lakini anapenda hicho cha kimanjano zaidi.

Sasa wanatafuta mishipi mirefu. Nyuma ya meza wanaona mishipi myekundu. Hiyo ni mirefu ya kutosha. Wanachukua miwili, na halafu wanataka viatu vilevile. Bei ya viatu vya ngozi ni ghali, lakini vile vya mpira ni rahisi. Wananunua vya mpira. Sasa wanauliza vitu vyote jumla ni bei gani. Mwuzaji anahesabu kidogo na halafu anasema jumla ni shilingi hamsini. Yule mwanamke mmoja anatoa kitabu kidogo na anasema atalipa kwa cheki na anaandika cheki ya shilingi hamsini. Halafu wanarudi nyumbani.

Step 2. Questions based on the above narration:

Watu wangapi walikwenda dukani?
Watu hao ni wanaume?
Walikwenda kutafuta nini?
Mwuzaji anaonyesha nini?
Wanapenda kitambaa chekundu zaidi?

Halafu walitaka mishipi ya namna gani?
Ile myekundu ilikuwa mifupi?
Walinunua mishipi mingapi?
Bei ya viatu vya ngozi ilikuwa rahisi?
Bei ya viatu vya mpira, je?

Walinunua viatu vya namna gani?
Jumla vitu vyote vilikuwa bei gani?
Mwuzaji alihesabu nini?
Mwanamke alilipa kwa njia gani?
Halafu wanawake walikwenda wapi?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

Concordial prefixes modified by vowel stems.

Many adjectives, words denoting colors, begin with a vowel. The condordial prefixes change in the following manner in relation to noun classes:

M-Wa Class s. M + eusi > mweusi (black)
pl. Wa + eusi > weusi

M-Mi Class s. M + eupe > mweupe (white)
pl. Mi + eupe > myeupe

Ki-Vi Class s. Ki + ekundu > chekundu (red)
pl. Vi + ekundu > vyekundu

II. Language Structure

When higher numbers are used, then the following order is used:

11 > kumi na moja (ten and one)
12 > kumi na mbili (ten and two)

After 20 (ishirini), 30 (thelasini) etc., the same order is used: e.g. 25 > ishirini na tano (twenty and five) etc.

III. Cultural Note

The small shops in towns and villages are usually arranged so that the counter opens onto the street when the shutter is opened. There is quite a variety of items in this small one room shop or 'duka', ranging from tin goods, loose rice, flour, sugar, etc. to colorful cloths and wearing apparel. The needs of the community are catered to. Lamps and kerosene, matchets and hoes, aspirin and quinine, sandals and shoes, etc., even some candy, would be found among many items.

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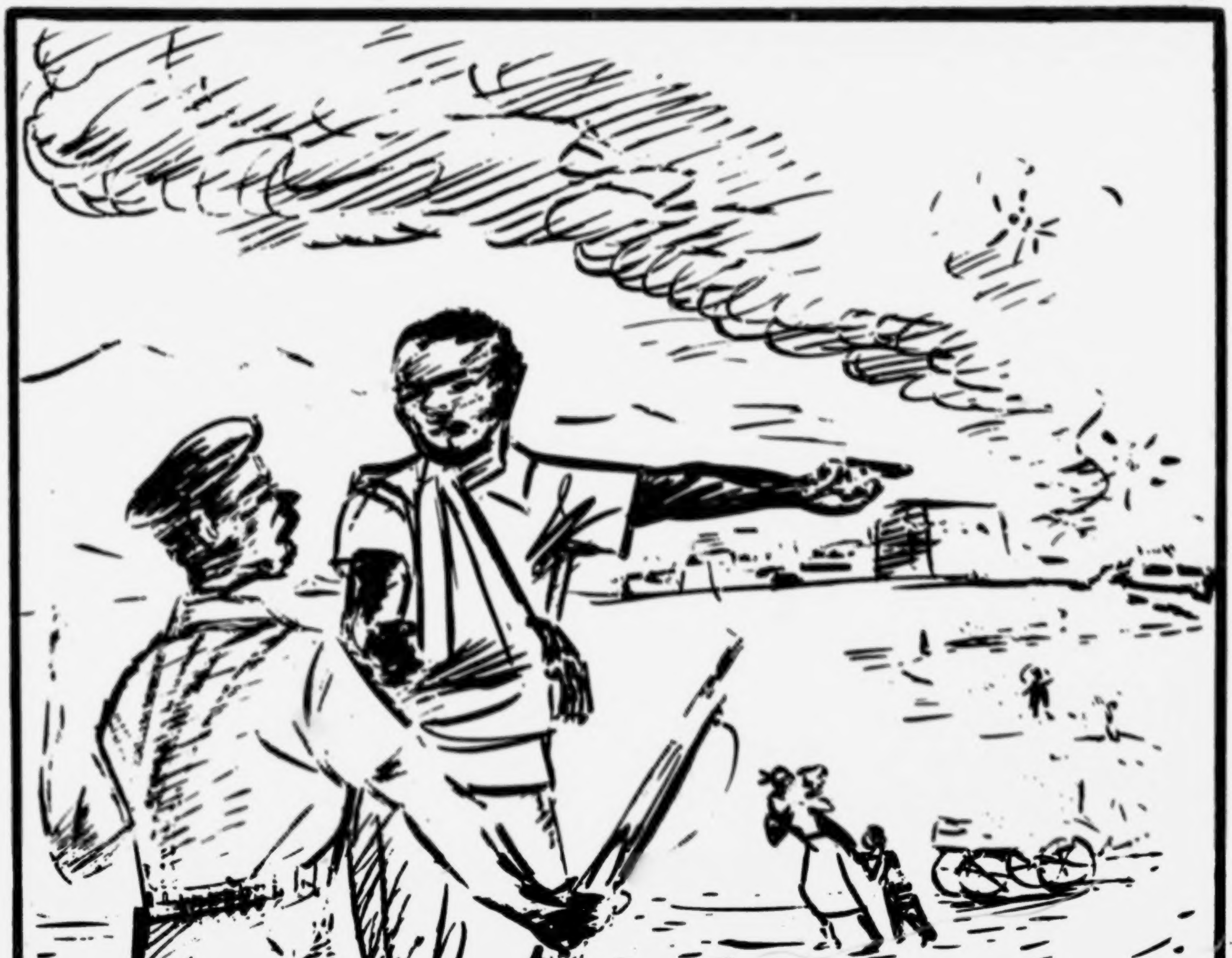
SWAHILI 12 WEEKS COURSE

LESSON 23

LESSON 23



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on /gh/ which has become a /g/ now. In some areas where Arabic influence is strong it will still be heard pronounced in a very throaty and gutteral way.

Bei ghali.	Aliuza ghali sana.
Viatu ghali.	Alinunua viatu ghali.

Adui ameleta ghasia.	Ghasia ni mbaya.
Ghasia gani hii?	Ghasia mbaya.

Ameshambulia ghafla.	Walifanya ghafla.
Amekuja ghafla.	Walikufa ghafla.

2. Drill using the 'Me' tense sign.

a.

Umefanya vizuri?	Nimefanya vizuri.
Umepoteza kitu?	Nimepoteza shilingi.
Mzee amekufa?	Ndio, amekufa.
Simba ameua mbuzi?	Ndio, ameua mbuzi.
Umesikia habari?	Nimesikia habari ya redio.

b.

Adui ameshambulia?	Ndio, ameshambulia.
Ameshambulia ghafla?	Ndio, kwa ghafla sana.
Nani amebomoa nyumba?	Adui amebomoa.
Nani amechoma nyumba?	Adui amechoma moto.
Nani ameleta msiba?	Adui ameleta msiba.

c.

Mmesikia habari?	Tumesikia.
Mmesaidia askari?	Tumesaidia askari.
Wanawake wamekimbia?	Ndio, wamekimbia.

Watu wamepoteza nini?	Wamepoteza kila kitu.
Wagonjwa wamekaa?	La, wameondoka.

Other previously learned verbs can be used in above drills.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Did the enemy enter the city?

   Yes, he attacked the city suddenly.

2. Have they destroyed many things?

   They have demolished and burnt down houses.

3. They have brought misery into the land, haven't they?

   That's true, they have brought more confusion too.

4. How many are dead?

   About 60 to 70 people.

5. Did many people leave town?

   Yes, and they have lost everything.

6. What reports did you get over the radio?

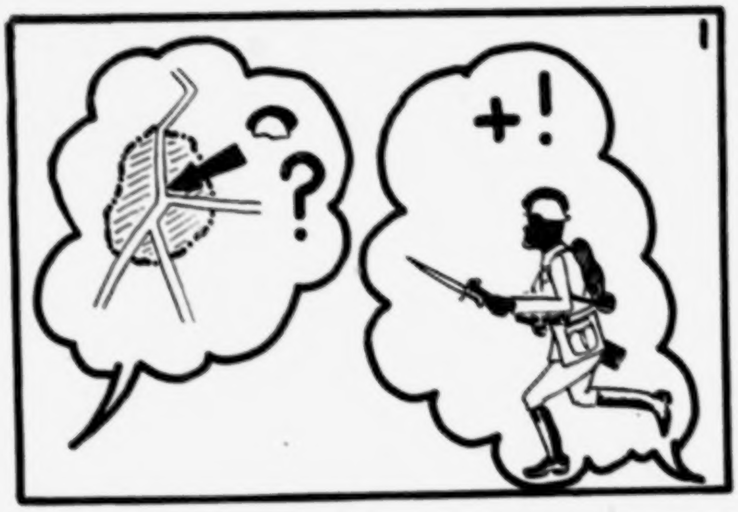
   Soldiers have gone out to fight.

7. Did they succeed in stopping this trouble?

   They have pushed the enemy back.

8. Shall we go into the city to help the soldiers?

   Yes, we will all go to drive the enemy away.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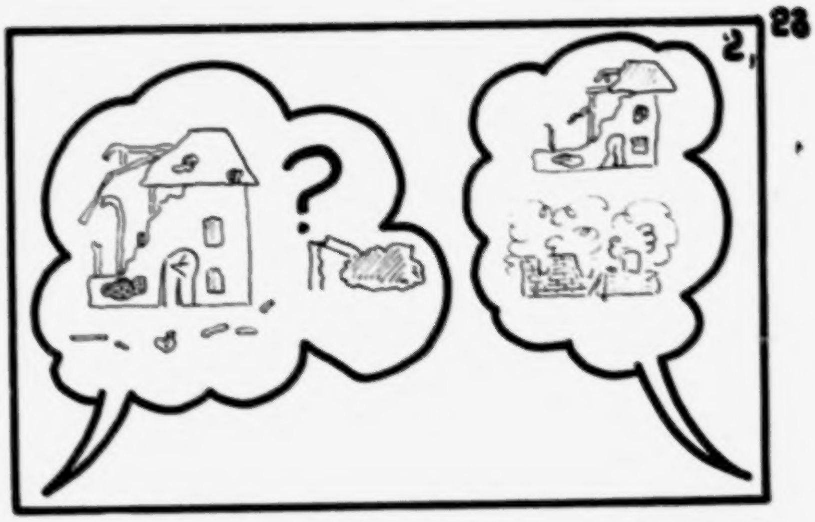
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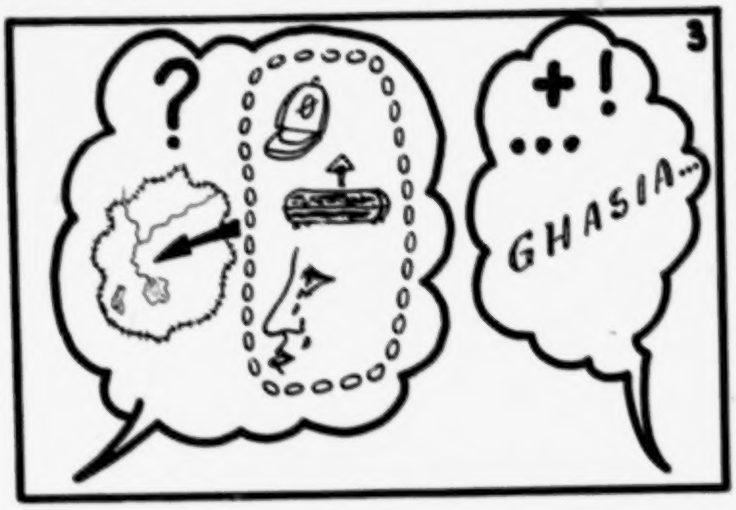
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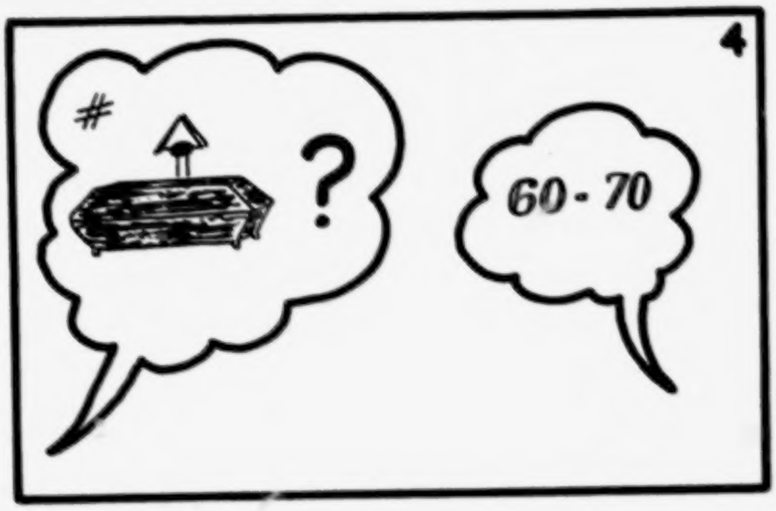
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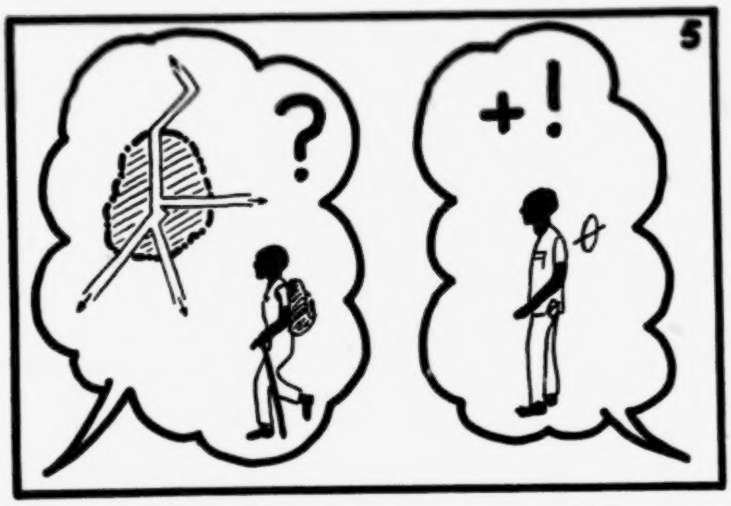
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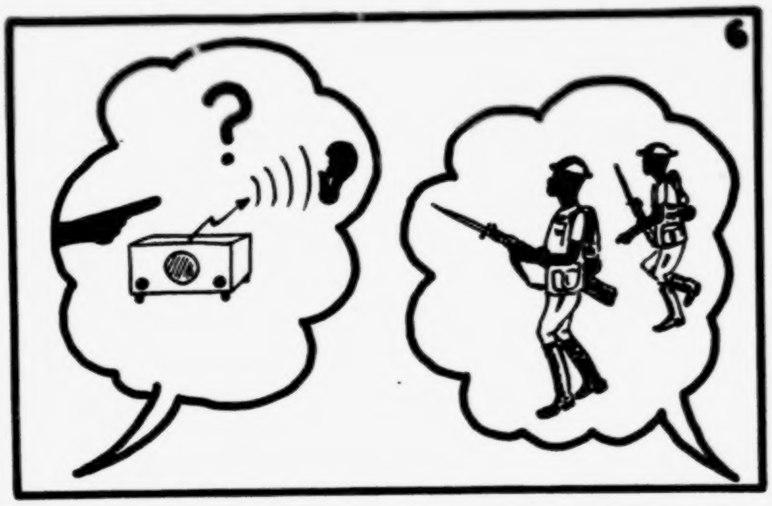
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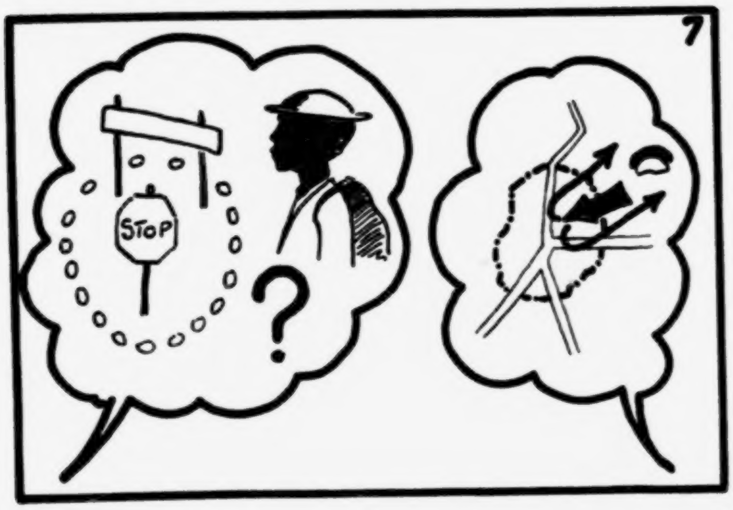
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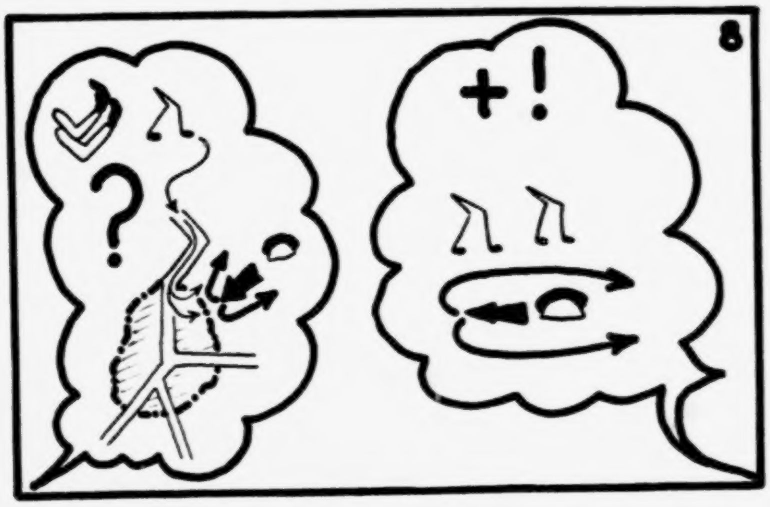
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1. Adui wameingia mjini?
Ndio, wameshambulia mji kwa ghafla.

2. Wameharibu vitu vingi mjini?
Wamebomoa na kuchoma nyumba moto.

3. Wameleta msiba katika nchi, sivyo?
Kweli, wameleta ghasia zaidi.

4. Watu wangapi wamekufa?
Kama watu sitini au sabaini.

5. Watu wengi wameondoka mjini?
Ndio, na wamepoteza kila kitu.

6. Umesikia ripoti gani kwa redio?
Askari wamekwenda kupigana.

7. Wamefaulu kukomesha matata?
Wamesukuma adui nyuma.

8. Tutakwenda mjini kusaidia askari?
Ndio, wote tutakwenda kufukuza adui.

Step 1.

1. Repetition Drill

a. Adui wameshambulia mji.
Adui wameshambulia mji.

askari, Wakikuyu, sisi.

b. Tumeingia mjini kwa ghafla.
Tumeingia mjini kwa ghafla.

nyumba, mwitu, maji.

c. Nimeharibu kila kitu.
Nimeharibu kila kitu.

-chukua, -peleka, -nunua, -poteza.

d. Watu wengi wamekufa.
Watu wengi wamekufa.

sitini, -nane, -baya, -chache.

e. Wameleta ripoti kwa redio.
Wameleta ripoti kwa redio.

-pata, -sikia, -peleka.

f. Askari wamekomesha matata.
Askari wamekomesha matata.

mlinzi, Koplo, sisi, wewe.

2. Substitution Drill

a. Sisi
---- tumeshambulia adui.
Sisi tumeshambulia adui.

ninyi, walinzi, Koplo.

b. wameingia
Adui --------- kwa ghafla.
Adui wameingia kwa ghafla.

-shambulia, -rudi, -ondoka, -toroka.

c. Ameharibu
--------- kila kitu.
Ameharibu kila kitu.

-chukua, -iba, -peleka, -leta.

d. Watu
---- wabaya wamekufa.
Watu wabaya wamekufa.

mwivi, watoto, mlinzi, Wakikuyu.

e. Sisi
---- tumekomesha matata.
Sisi tumekomesha matata.

ninyi, wewe, walinzi, mimi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Adui wamefanya nini?
2nd: Wameshambulia mji kwa ghafla.

Wakikuyu, walinzi, wapelelezi.

b. 1st: Nani ameharibu mikeka hii?
2nd: Juma ameharibu mikeka hiyo.

mkeka, vikapu, kitabu.

c. 1st: Watu gani wamekufa?
2nd: Watu wabaya wamekufa.

mtoto, simba, mlinzi, Wamasai.

d. 1st: Wewe umekomesha matata?
2nd: La, nitajaribu zaidi.

ninyi, walinzi, Koplo, Wakikuyu.

e. 1st: Umesikia ripoti kwa redio?
2nd: Ndio, nimesikia ripoti kwa redio.

-pata, -pokea, -tuma, -peleka.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Adui wameshambulia mji?
Ndio, wameshambulia mji.

ninyi, walinzi, Wamasai, wevi.

b. Nani ameharibu vikapu?
Watoto wameharibu vikapu.

kitabu, mshale, mikuki, mlango.

c. Watu wangapi wamekufa?
Watu sitini wamekufa.

mbuzi, simba, wevi, walinzi.

d. Tutapata ripoti kwa redio?
Ndio, tutapata ripoti kwa redio.

-peleka, -pokea, -sikia, -tuma.

e. Walinzi walikomesha matata?
Kweli, walikomesha matata.

wewe, ninyi, Koplo, askari.

f. Askari wanafukuza adui?
Ndio, wanafukuza wote.

ninyi, wewe, Kipkemei, Wamasai.

g. Kilonzo amepoteza nini?
Amepoteza kila kitu.

wewe, ninyi, Wakikuyu, sisi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Adui ameshambulia mji. Ameingia kwa ghafla na ameharibu vitu vingi sana. Wanawake na watoto wamekimbia, hata na wazee na wagonjwa. Adui amebomoa na amechoma nyumba moto. Wengi wamepoteza kila kitu. Wameona msiba mkubwa sana.

Wanaume hodari wamekwenda pamoja na askari kusaidia kufukuza adui. Walipigana sana na halafu walifaulu kusukuma adui nyuma. Watu wengi wamekufa, labda kama watu sabaini. Wengine wameumia.

Tumesikia ripoti kwa redio leo asubuhi, na tumefurahi kusikia askari wamefaulu kukomesha matata na ghasia. Polepole watu watarudi mjini na kutengeneza kila kitu tena.

Step 2. Questions based on the above narration:

Nani ameshambulia mji?
Ameharibu nini?
Adui aliingia kwa ghafla?
Nani alikimbia?
Wagonjwa walikimbia vilevile?

Wanaume hodari walifanya nani?
Walifaulu kufukuza adui?
Adui alifanya nini kwa nyumba?
Watu wangapi wamekufa?
Nani ameona msiba mkubwa?

Ripoti ya redio ilisema nini?
Askari wamefaulu kufanya nini?
Watu watarudi mjini tena?
Watafanya nini halafu?
Nani alifurahi kusikia habari ya redio?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

The guttural /γ/ or /gh/. This is not a sound which is natural to Swahili as a Bantu lingua franca. Therefore some of the Arabic loan words with this sound, as they are assimilated into Swahili soon lose this sound. Thus this /γ/ is replaced by the hard /g/ sound in pronunciation, although the writing system often retain the old spelling with /gh/.

Ex. ghali > /gáli/ (expensive)
ghafla > /gáfla/ (suddenly)
ghasia > /gasía/ (upheaval)

Occasionally, however, one hears Africans who affect Arabic mannerisms use this guttural /gh/. It is sounded by raising the back of the tongue against the uvula and attempting to sound a back /g/ as if it were a fricative. For our purposes, however, we will stick to the plain hard /g/.

II. Language Structure

The Perfect Tense - prefix ME

In simple language this can be regarded as the 'completed' tense. When the action has been completed the resulting state or condition carries on into the present time. This is expressed by the ME tense in Swahili. The nearest equivalent in English is with the auxillary 'have'.

I have come.	Nimekuja.
I have eaten.	Nimekula.

Or the resultant condition expressed in English by the present.

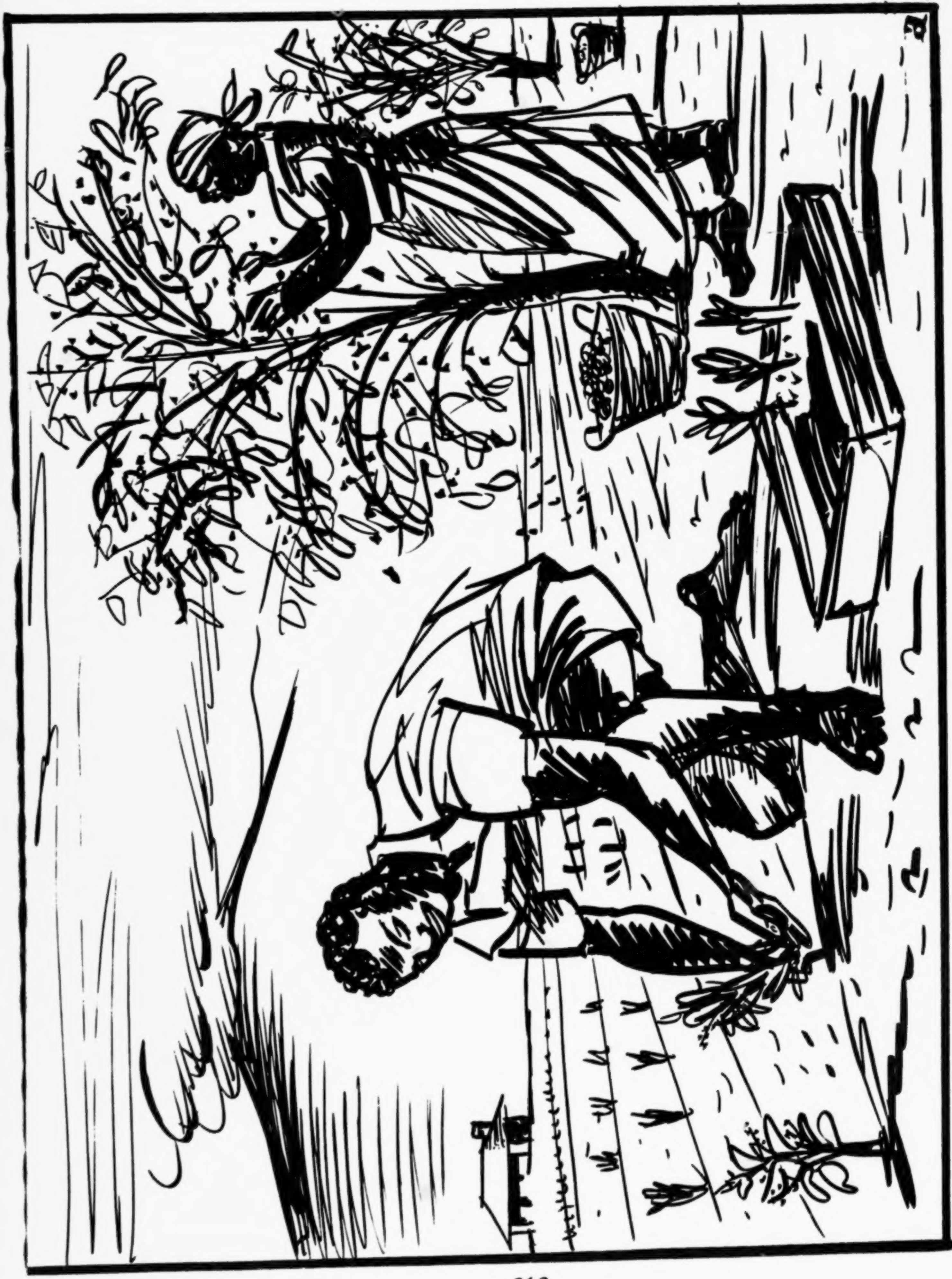
He is dead.	Amekufa.

The formation is straightforward just as in the other tenses. Refer back to Generalizations in Lessons: 3, 12, and 14.

SWAHILI 12 WEEKS COURSE

LESSON 24

LESSON 24



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill reinforcing the /d'/ (j) sounds.

a. /d'/
Maji ni kinywaji.
Anahitaji maji.
Anajaribu sana.
Bei ya jumla.
Mwuzaji mmoja.

Wanajizoeza jioni.
Walikuja juzi.
Kijiko kipya.
Alifyatua kwa ajali.
Juu ya maji.

Jina la jirani.
Juma ni jina.
Joto kubwa.
Jemadari hodari.
Juma anangoja.

Mji mkubwa.
Juma anakaa mjini.
Samaki ni majini.
Walijaribu pamoja.

b. /nǰ/
Vunja sheria.
Ugonjwa huu.
Hii ni njia.
Njoo hapa!

Huyu ni mgonjwa.
Kitambaa kimanjano.
Ni kiwanjani.
Njoo, fuata njia!

2. Drill with new words.

a.
Mbuni ni mti.
Anatunza mibuni.
Mibuni midogo.
Mara moja.

Mibuni ni miti.
Anapanda mibuni.
Mibuni hii.
Mara mbili.

b.
Aina ya miti.
Aina ya matunda.
Anakunywa maji.
Anatumia maji.

Anatunza miti.
Anavuna matunda.
Mti unazaa matunda.
Mama anazaa mtoto.

c. Mwaka huu. Mwaka ule.
Mwaka mmoja. Miaka mingi.
Mkulima hodari. Anatia maji.
Mkulima huyo. Anatia mbolea.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Is Karanja a capable farmer?

   Yes, he has planted many coffee trees (mibuni).

2. What kind of trees are "mibuni?"

   We get coffee from their fruit.

3. Do you know how to grow coffee?

   The small coffee plants require water and fertilizer.

4. What should one do after planting?

   One should take care to cultivate and water them.

5. How many times in the year do you harvest coffee?

   We harvest twice a year.

6. When do they (the trees) start bearing?

   They begin to bear after three years.

7. How long do they continue bearing?

   They will bear for very many years.

8. Is coffee a good beverage?

   Yes, it is a fine drink.

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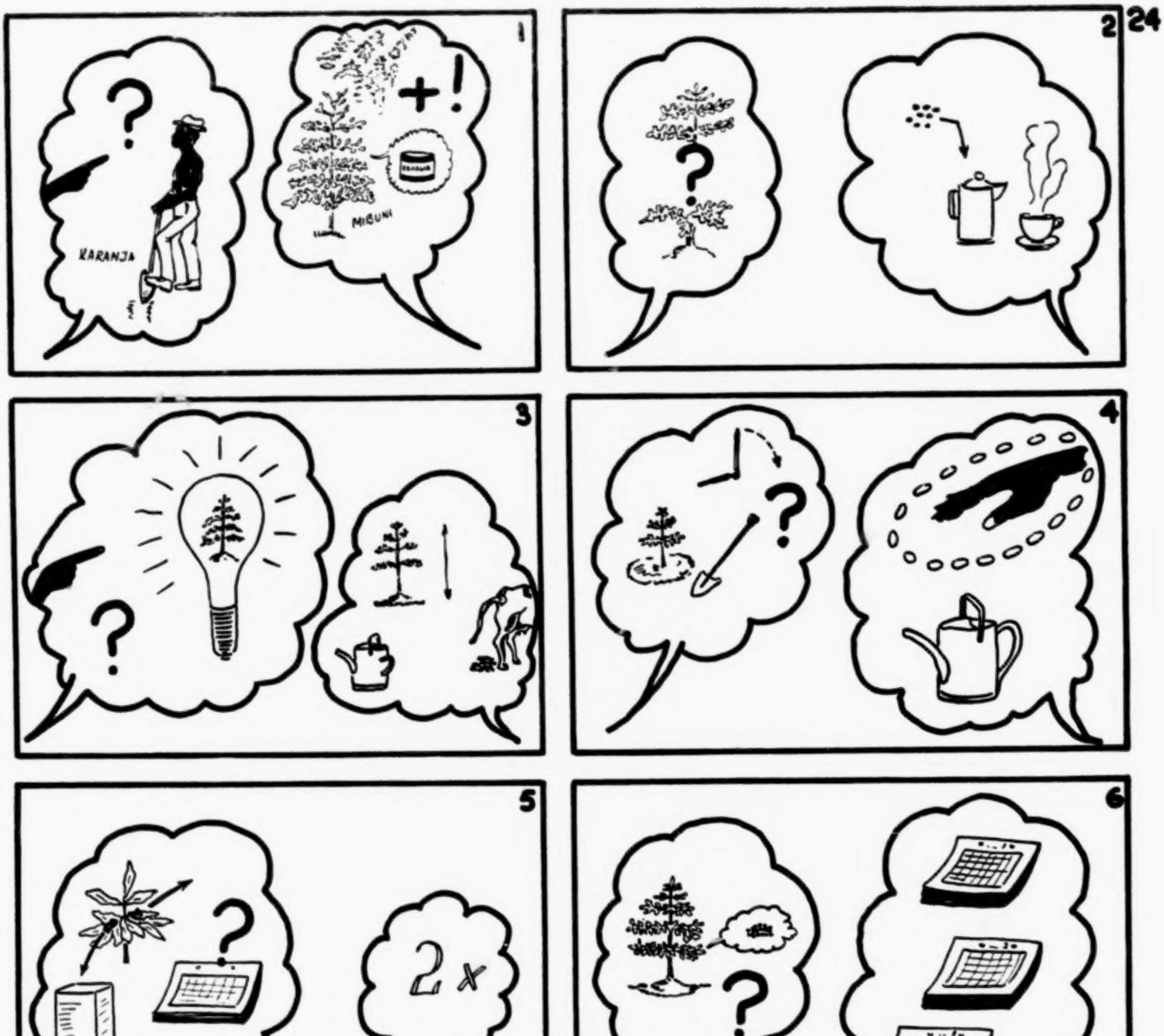
1
?
KARANJA
+!
MIBUNI
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3
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4
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5
?
2x
6
?
7
?
....!
8
?
+!
....!

2nd PERIOD SWAHILI DIALOGUE LESSON 24

1. Karanja ni mkulima hodari?
Ndio, amepanda mibuni tele.

2. Mibuni ni miti ya aina gani?
Tunapata kahawa kutoka matunda yake.

3. Unajua kupanda mibuni?
Mibuni midogo inahitaji maji na mbolea.

4. Baada ya kupanda inafaa kufanya nini?
Inafaa kutunza kwa kulimia na kutia maji.

5. Mnavuna kahawa mara ngapi kwa mwaka?
Tunavuna mara mbili kwa mwaka.

6. Inaanza lini kuzaa matunda?
Inaanza baada ya miaka mitatu.

7. Inaendelea kuzaa kwa muda gani?
Inaweza kuzaa kwa miaka mingi kabisa.

8. Kahawa ni kinywaji kizuri?
Ndio, ni kinywaji safi sana.

Step 1.

1. Repetition Drill

a. Huyu ni mkulima hodari.
   Huyu ni mkulima hodari.

   wewe, sisi, Wakikuyu, ninyi.

b. Karanja anapanda miti ya kahawa.
   Karanja anapanda miti ya kahawa.

   wewe, mama, wanaume, wakulima.

c. Wanapanda kahawa katika Kenya.
   Wanapanda kahawa katika Kenya.

   -kunywa, -uza, -nunua, -penda.

d. Mibuni inahitaji maji.
   Mibuni inahitaji maji.

   mti, mtoto, wageni, mbuzi.

e. Tunatunza mibuni kila siku.
   Tunatunza mibuni kila siku.

   -uza, -nunua, -panda, -limia.

f. Wanavuna kahawa mara mbili kwa mwaka.
   Wanavuna kahawa mara mbili kwa mwaka.

   matunda, chai, viazi, maharagwe.

2. Substitution Drill

a. hodari.
   Huyu ni mkulima ------
   Huyu ni mkulima hodari.

   -baya, -zuri, safi, -ema.

b. tele.
Amepanda mibuni ----
Amepanda mibuni tele.

-chache, -ingi, -refu, -tano.

c. Tunapata
-------- kahawa kutoka Kenya.
Tunapata kahawa kutoka Kenya.

-nunua, -penda, -pokea.

d. Mibuni
------ imeanza kuzaa matunda.
Mibuni imeanza kuzaa matunda.

mbuni, miti, mti.

e. safi.
Kahawa ni kinywaji ----
Kahawa ni kinywaji safi.

-zuri, -baya, -ema, rahisi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Karanja ni mkulima hodari?
2nd: Ndio, ni mkulima hodari sana.

Wakikuyu, baba, wewe, sisi.

b. 1st: Unajua kupanda mibuni?
2nd: Nilijua zamani kupanda mibuni.

-tunza, -limia.

c. 1st: Mwaka huu mtavuna kahawa?
2nd: Tutavuna kahawa mwaka huu.

-nunua, -panda, -pata, -peleka.

d. 1st: Mibuni inaanza kuzaa lini?
2nd: Baada ya miaka mitatu.

miti, mti, mbuni

e. 1st: Wewe una mibuni mingapi?
2nd: Nina mibuni tele.

ninyi, sisi, Karanja, Waswahili.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Hii ni mibuni mizuri?
La, si mibuni mizuri.

mkeka, mikuki, kikapu, mtoto.

b. Kahawa safi inatoka wapi?
Kahawa safi inatoka pale.

-baya, -zuri, rahisi, -ote.

c. Ninyi mtavuna kahawa leo?
La, tutavuna kahawa kesho.

sisi, wewe, Yusufu, wageni.

d. Mibuni midogo inahitaji nini?
Inahitaji maji tele.

mbuni, mgonjwa, watoto, mbuzi (s.).

e. Ninyi mtaendelea kuuza kahawa kesho?
Kesho tutaendelea kuuza kahawa.

watoto, mama, wewe, sisi.

f. Vinywaji vipi vinapendeza?
Vinywaji vyote vinapendeza.

vibuyu, mikuki, mti, mtoto.

g. Nani anatunza mibuni ile?
Karanja anatunza mibuni ile.

mbuni, mti, watoto, mtoto.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Watu wengi wanapenda kunywa kahawa. Watu wa Kenya wanapanda miti ya kahawa. Miti hiyo ni mibuni na tunapata kahawa kutoka matunda yake.

Karanja ni mkulima hodari na yeye amepanda mibuni tele. Anaangalia miti midogo ya mibuni, anatia maji na mbolea na anatunza miti yote vizuri. Baada ya miaka mitatu mibuni itazaa matunda na Karanja atavuna kahawa. Atauza kahawa hiyo na atajaribu kupata bei mzuri. Ataweza kuvuna mara mbili kwa mwaka. Mibuni itaweza kuzaa matunda ya kahawa kwa miaka mingi sana kama mkulima hodari atatunza miti vizuri.

Kahawa safi ni kinywaji kizuri. Lakini inafaa kunywa kidogo kidogo tu. Watu wengi wataendelea kunywa kahawa.

Step 2. Questions based on the above narration:

Unapenda kunywa kahawa?
Watu wanapanda kahawa Kenya?
Mibuni ni nini?
Tunapata kahawa kutoka nini?
Nani mkulima hodari?

Karanja amepanda mibuni mingi?
Anatia nini kwa mibuni midogo?
Anatunza miti yote vizuri?
Mibuni itaanza kuzaa lini?
Karanja atavuna mara ngapi kila mwaka?

Atauza kahawa halafu?
Atajaribu kuuza kwa bei gani?
Kahawa ni kinywaji kizuri?
Inafaa kunywa kahawa tele?
Watu wataendelea kununua kahawa?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Features

In this lesson the fronto palatal stop /d'/ is reinforced. This sound was introduced in Lesson 5. Check back to this lesson, as well as Lesson 6. It is a sound which needs watching as it is different from English. Note that when preceded by the nasal /n/, then this sound combines with it and becomes a palatalized /nǰ/ as in the English 'banjo'.

II. Language Structure

Note that many nouns of the M-Mi class are names of plants.

mti - miti	(tree)
mbuni - mibuni	(coffee tree)
mmea - mimea	(plant)

Many others have not been learned yet.

The names of various fruits and crops usually then come under the Ma class.

mchungwa - michungwa	(orange tree)
chungwa - machungwa	(orange - the fruit)

mwembe - miembe	(mango tree)
embe - maembe	(mango fruit)

mhindi - mihindi	(corn plant)
hindi - mahindi	(corn)

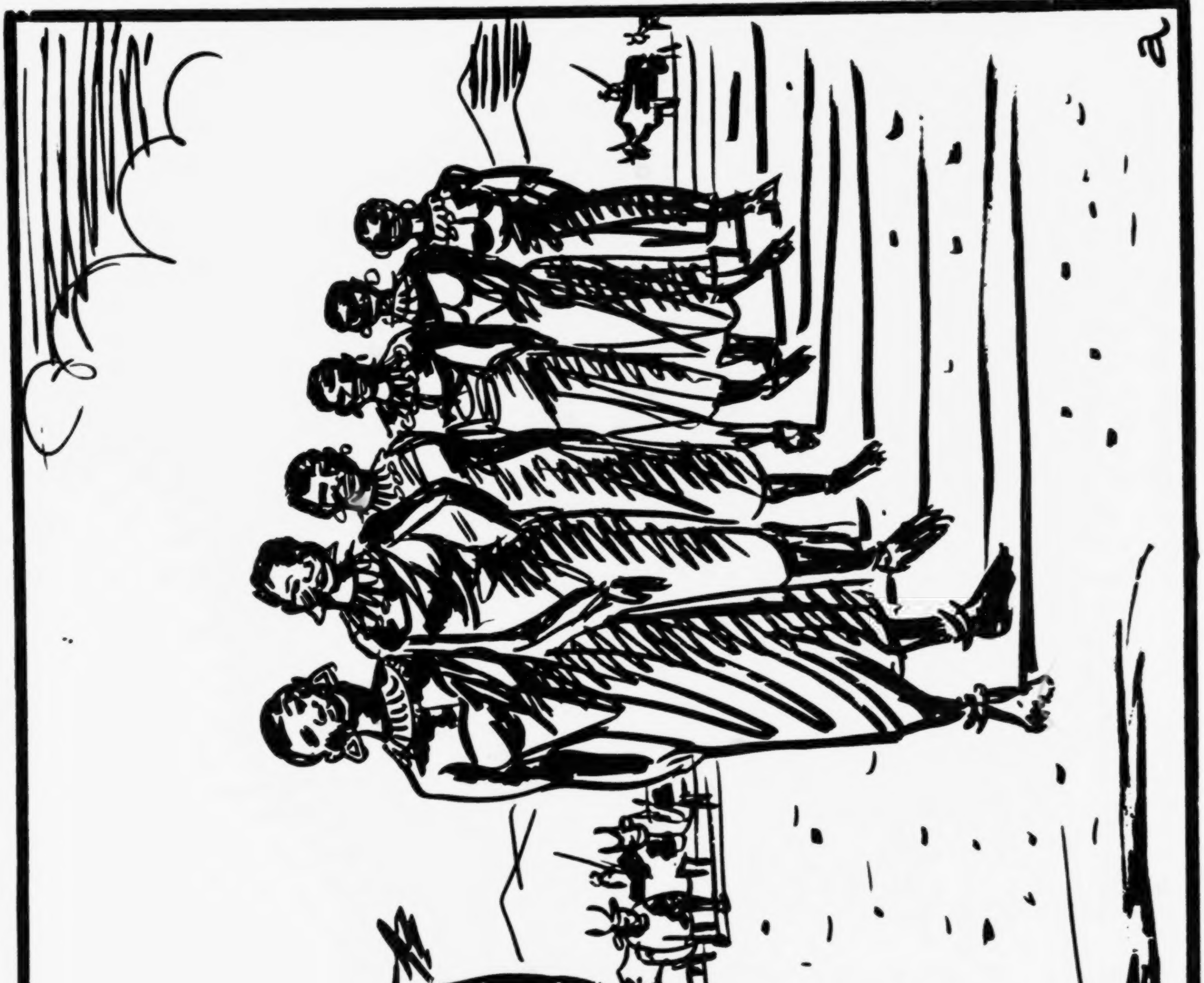
III. Cultural Note

Coffee growing has become an important economic factor in East Africa. It is grown in higher altitudes from 4 - 7,000 ft where there is sufficient rainfall. The Africans do not own large coffee plantations, but they have formed co-operative coffee associations, so that every grower who has a few trees or many, can bring his small share, get paid for it, and the machinery for processing, marketing, etc. is done by the association.

SWAHILI 12 WEEKS COURSE

LESSON 25

LESSON 25



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the /ŋ/ (ng') sound, which is used here initially.

ng'ombe /ŋómbe/ (cow, cattle)

Ng'ombe mkubwa.	Ng'ombe mdogo.
Ng'ombe ni mnyama.	Ng'ombe ni wanyama.
Anafuga ng'ombe.	Wanafuga ng'ombe.
Ng'ombe mmoja.	Ng'ombe wengi.
Ng'ombe huyu.	Ng'ombe hawa.
Ng'ombe yule.	Ng'ombe wale.

2. Drill on clusters with /ñ/.

a.

Mnyama huyu.	Wanyama hawa.
Mnyama mkali.	Wanyama wakali.
Punda ni mnyama.	Punda ni wanyama.

b.

Ninakunywa chai.	Tunakunywa chai.
Mnyama anakunywa.	Wanyama wanakunywa.
Chai ni kinywaji.	Kinywaji hiki.
Kahawa ni kinywaji.	Kinywaji hicho.
Kinywaji kizuri.	Kinywaji kibaya.

c.

Changanya maziwa.	Changanyeni maziwa.
Anafanya kazi.	Wanafunya kazi.
Anakula nyanya.	Wanakula nyanya.

3. General drill.

a.

Amevunja sheria.	Kuoa wake wengi.
Anafuata sheria.	Ameoa mwanamke.
Sheria ya Wamasai.	Yeye ni mke wake.

b. Wanafuga wanyama.
Wanafuga ng’ombe.
Wanalisha punda.
Wanalisha mbuzi.

Punda anabeba mzigo.
Punda ana faida.
Ng’ombe anatoa maziwa.
Ng’ombe ana faida.

c. Wana ruhusu kuoa.
Kapteni ameruhusu Koplo.
Ametoa ruhusa.
Wana ruhusa kucheza.

Pembe ya ng’ombe.
Ngozi ya ng’ombe.
Damu ya ng’ombe.
Maziwa ya ng’ombe.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Is Gesuga a Masai?

   Yes, he lives near Kijabe.

2. Does he have relatives?

   He is rich, he has six wives.

3. Does he break the law marrying six wives?

   The Masai allow one to have many wives.

4. What work does Gesuga do?

   He raises cattle and donkeys.

5. Where does he graze these animals?

   He grazes his cattle and donkeys in the bush.

6. Do cattle bring profit to the Masai?

   The cattle give milk and blood for food.

7. In what way do they use the blood?

   They mix it with the milk.

8. Of what use (profit) is the donkey?

   This animal helps carry loads.

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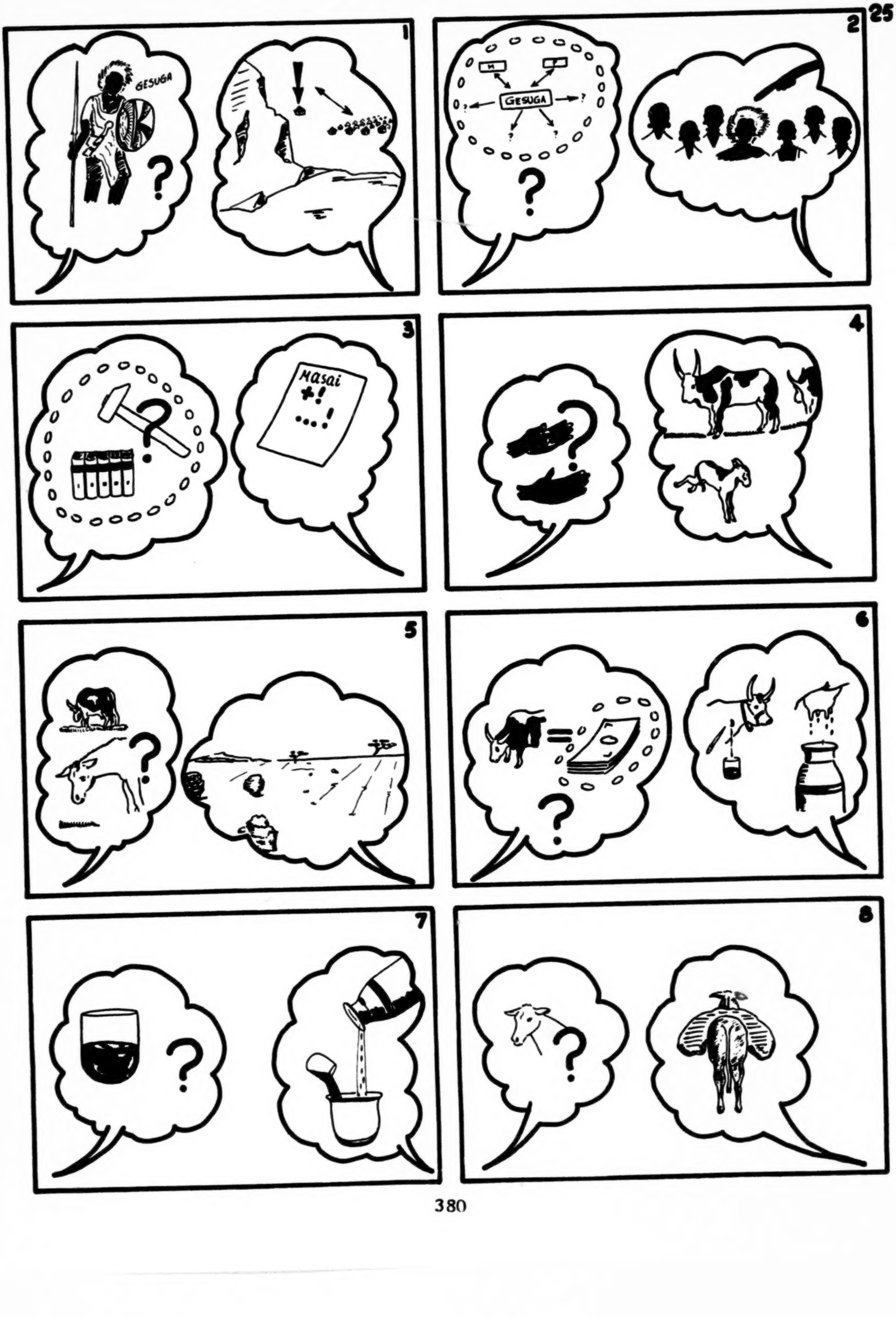
1
GESUGA
?
!
2
M
F
GESUGA
?
3
?
Masai
+!
...!
4
?
5
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6
=
?
7
?
8
?

1. Gesuga ni Mmasai?
Ndio, anakaa karibu na Kijabe.

2. Ana jamaa vilevile?
Yeye ni tajiri, ana wake sita.

3. Anavunja sheria kuoa wake sita?
Wamasai wanaruhusu kuoa wake wengi.

4. Gesuga anafanya kazi gani?
Anafuga ng'ombe na punda.

5. Analisha wapi wanyama hawa?
Analisha ng'ombe na punda porini.

6. Wanyama hawa wanafaida kwa Wamasai?
Ng'ombe ana maziwa na damu kwa chakula.

7. Wanatumia damu kwa njia gani?
Wanachanganya pamoja na maziwa.

8. Punda ana faida gani?
Mnyama huyu anasaidia kubeba mizigo.

Step 1.

1. Repetition Drill

a. Masai anakaa karibu na Kijabe.
Masai anakaa karibu na Kijabe.

daktari, askari (pl.), sisi, wewe.

b. Huyu ana jamaa vilevile.
Huyu ana jamaa vilevile.

ndugu, wazee, ninyi, Koplo.

c. Gesuga ana wake sita.
Gesuga ana wake sita.

mimi, jirani, Karanja, ninyi.

d. Sisi tunaruhusu kuoa wake wengi.
Sisi tunaruhusu kuoa wake wengi.

Wamasai, hao, wewe, wote.

e. Tunalisha ng'ombe porini.
Tunalisha ng'ombe porini.

-peleka, -fuga, -rudisha, -kamata.

f. Ng'ombe ni mnyama mwenye pembe.
Ng'ombe ni mnyama mwenye pembe.

swala, ng'ombe (pl.), hawa, yule.

2. Substitution Drill

a. Punda
----- anabeba mizigo.
Punda anabeba mizigo.

sisi, wewe, askari (pl.), daktari.

b. Wamasai
Chakula cha ------- ni damu na maziwa.
Chakula cha Wamasai ni damu na maziwa.

watoto, mgeni, askari, Morani.

c. ng'ombe
Tunafuga ------- wenye pembe.
Tunafuga ng'ombe wenye pembe.

mbuzi (s.), mnyama, wanyama.

d. Mmasai
------ ana wake wengi.
Mmasai ana wake wengi.

wewe, sisi, ninyi, yeye.

e. Daktari
------- ana jamaa vilevile.
Daktari ana jamaa vilevile.

askari (pl.), Yusufu, wote.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 25

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe una wake wangapi?
2nd: Nina wake sita.

Mmasai, Karanja, Wakikuyu, ninyi.

b. 1st: Ng'ombe ana faida gani?
2nd: Anatoa maziwa.

mbuzi (pl), wanyama, ng'ombe (pl.).

c. 1st: Wewe ulivunja sheria kufanya vile?
2nd: La, Kapteni aliruhusu kufanya vile.

ninyi, Wamasai, Mkikuyu, hao.

d. 1st: Mnafuga wapi ng'ombe na punda?
2nd: Tunafuga ng'ombe na punda porini.

-peleka, -kamata, -lisha.

e. 1st: Wanawake watabeba mizigo?
2nd: La, punda watabeba mizigo.

Fatuma, ninyi, sisi, mimi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Sajini Meja aliruhusu Ali kurudi hapa?
Ndio, aliruhusu Ali kurudi hapa.

daktari, Wamasai, askari (s.), wakulima.

b. Wewe unavunja sheria?
La, nimepata ruhusa kufanya hivi.

hawa, mwalimu, Mutisu, mkulima.

c. Walifuga ng'ombe wenye pembe?
La, walifuga mbuzi wenye pembe.

-weka, -lisha,-uza, -nunua.

d. Mnyama huyu ana faida gani?
Anaweza kufanya kazi.

punda (pl.), ng'ombe (pl.), tembo (pl.).

e. Umesikia amri ya Koplo?
La, ninataka kujua amesema nini.

walimu, daktari (pl.), Kipkemei.

f. Wamasai wanakula mikate?
La, wanakula nyama.

Wakikuyu, hao, huyu, simba.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wamasai wengi wanakaa chini ya milima karibu na Kijabe. Wengine ni tajiri zaidi na wanafuga ng'ombe wengi sana.

Gesuga ni Mmasai mmoja tajiri. Ameoa wake sita na ana watoto ishirini na wawili. Kwa sheria ya Wamasai ana ruhusa kuoa wake wengi. Vilevile ana ng'ombe wengi, hata na punda na mbuzi. Watoto wake wakubwa ni vijana hodari na wanasaidia kulisha ng'ombe porini. Kila mmoja anashika mkuki wa kufukuza simba.

Wanyama hawa ni wenye faida kwa Gesuga. Ng'ombe anatoa maziwa. Wamasai wanakata ng'ombe kidogo na halafu wanatoa damu kidogo. Damu wanachanganya na maziwa kwa chakula chao. Ng'ombe na mbuzi wanafaa kwa nyama kuuza kwa watu. Hata ngozi inafaa kutengeneza viatu. Punda ni mnyama mwingine wa faida. Anasaidia kubeba mizigo.

Step 2. Questions based on the above narration:

Wamasai wanakaa wapi?
Wanafanya kazi gani?
Wana ng'ombe wengi?

Gesuga ana ng'ombe wengi?
Ana wake wangapi?

Wamasai wanaruhusu kuoa wake wengi?
Gesuga ana watoto wangapi?
Vijana wanasaidia kufanya nini?
Mikuki yao ni kwa faida gani?
Gesuga ana ng'ombe tu?

Ng'ombe analeta faida gani?
Wamasai wanafanya nini na damu?
Wanyama kama ng'ombe na mbuzi wanafaa kwa nyama?
Ngozi inafaa kwa nini?
Punda anabeba nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The initial /ŋ/ is found in Swahili but not in English. It is the same sound as the 'ng' in 'singing'. The trick is to be able to start a word with this sound. Concentrated practice will be necessary in the beginning in pronouncing a word like:

ng'ombe	/ŋómbe/	(cow, cattle)

II. Language Structure

Generalization.

A note might be made about the use of the word 'kuoa' (to marry). This is used only when referring to men marrying. When a woman gets married, the word 'kuolewa' (to be married is used.

III. Cultural Note

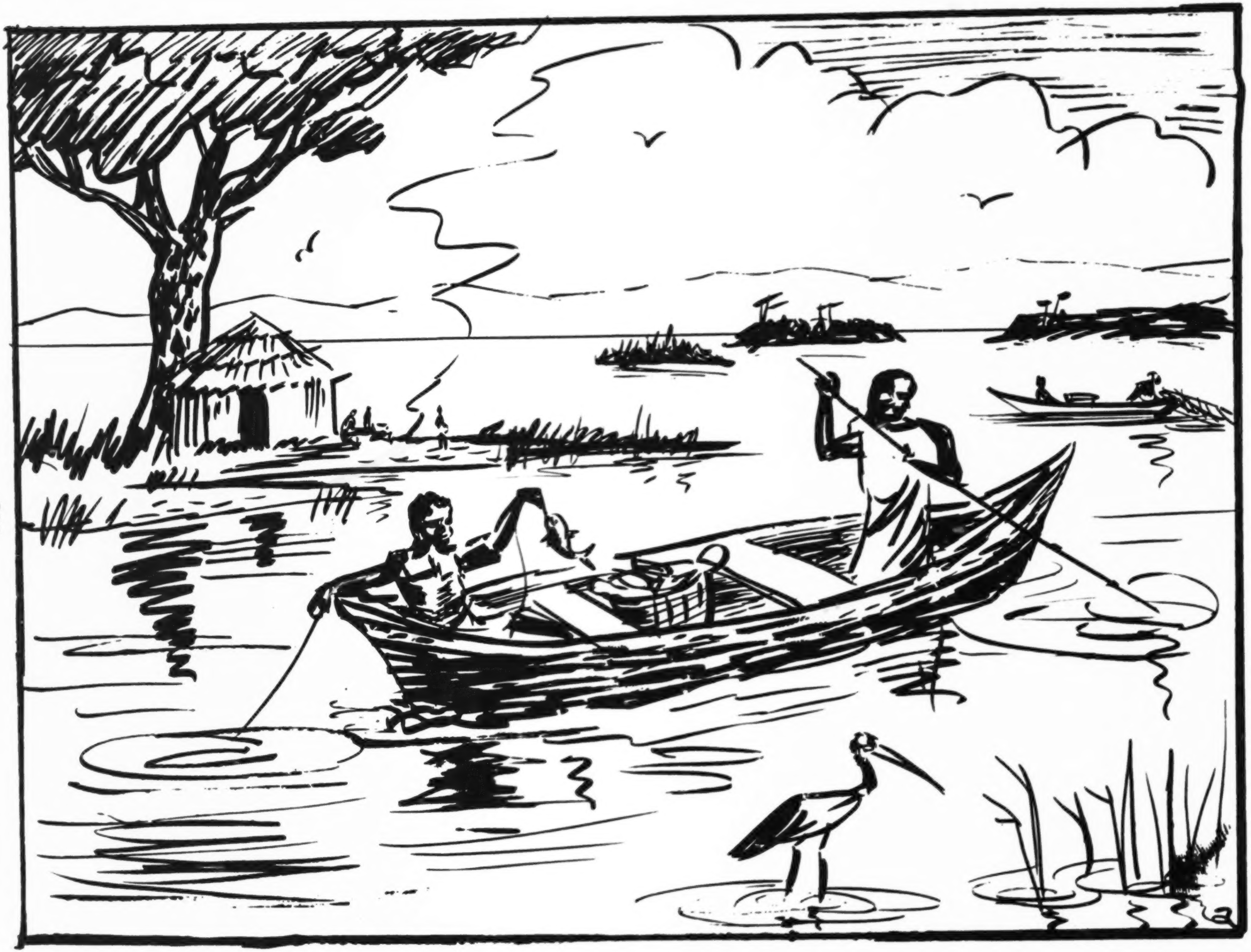
As mentioned before, the Masai are a nomadic tribe living mainly off the large herds of cattle which they raise. They roam through the open plains in Kenya and Tanganyika herding their cattle where many of the wild animals also roam. They always carry a spear in case of an attack by lions.

According to their tribal custom, they may marry many wives. The wealthier they are, the more wives they have.

SWAHILI 12 WEEKS COURSE

LESSON 26

LESSON 26



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on possessive pronouns.

a.	Mtoto wangu.	Watoto wangu.
	Huyu ni mtoto wangu.	Hawa ni watoto wangu.
	Mkono wangu.	Mikono yangu.
	Kisu changu.	Visu vyangu.
b.	Mtoto wako.	Watoto wako.
	Mguu wako.	Miguu yako.
	Chombo chako.	Vyombo vyako.
c.	Mke wake.	Wake zake.
	Mtoto wake.	Watoto wake.
	Mtumbwi wake.	Mitumbwi yake.
	Kikombe chake.	Vikombe vyake.
d.	Mtoto wetu.	Watoto wetu.
	Mji wetu.	Miji yetu.
	Kiwanja chetu.	Viwanja vyetu.
e.	Mtoto wenu.	Watoto wenu.
	Mfuko wenu.	Mifuko yenu.
	Kikapu chenu.	Vikapu vyenu.
f.	Mtoto wao.	Watoto wao.
	Mkeka wao.	Mikeka yao.
	Kikosi chao.	Vikosi vyao.

2. General drills.

a.	Kijana huyu.	Vijana hawa.
	Kijana hodari.	Vijana hodari.
	Kijana mwema.	Vijana wema.
b.	Anaogelea ziwani.	Anavua samaki.
	Anacheza majini.	Anakausha samaki.
	Anavuka ziwa.	Anauza samaki.
c.	Mvuvi ni mtu.	Wavuvi ni watu.
	Mvuvi anavua samaki.	Wavuvi wanavua samaki.
	Mvuvi anakamata samaki.	Wavuvi wanakamata samaki.
d.	Mitumbwi inafanana.	Anakula samaki.
	Mitumbwi inafaa.	Anakula ugali.
	Mitumbwi ni tofauti.	Anaendesha mtumbwi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Hello Otieno, is this youth your child?
   Yes, he's my child, he's helping me catch fish.

2. Do other fishermen have their boats?
   Every fisherman has his boat.

3. Are your boats very much alike?
   Our boats look alike, others are different.

4. Do your children like to drive (row) the boats?
   They do, and also like to swim in the lake.

5. Are your vessels safe for going out to fish?
   Our vessels can even cross the lake.

6. Do you catch many fish every week?
   Yes, and we take our fish to market.

7. Do you use the fish at home?
   Yes, mush and fish is our food.

8. Do you also dry the fish?
   Yes, we dry the fish in the sun.

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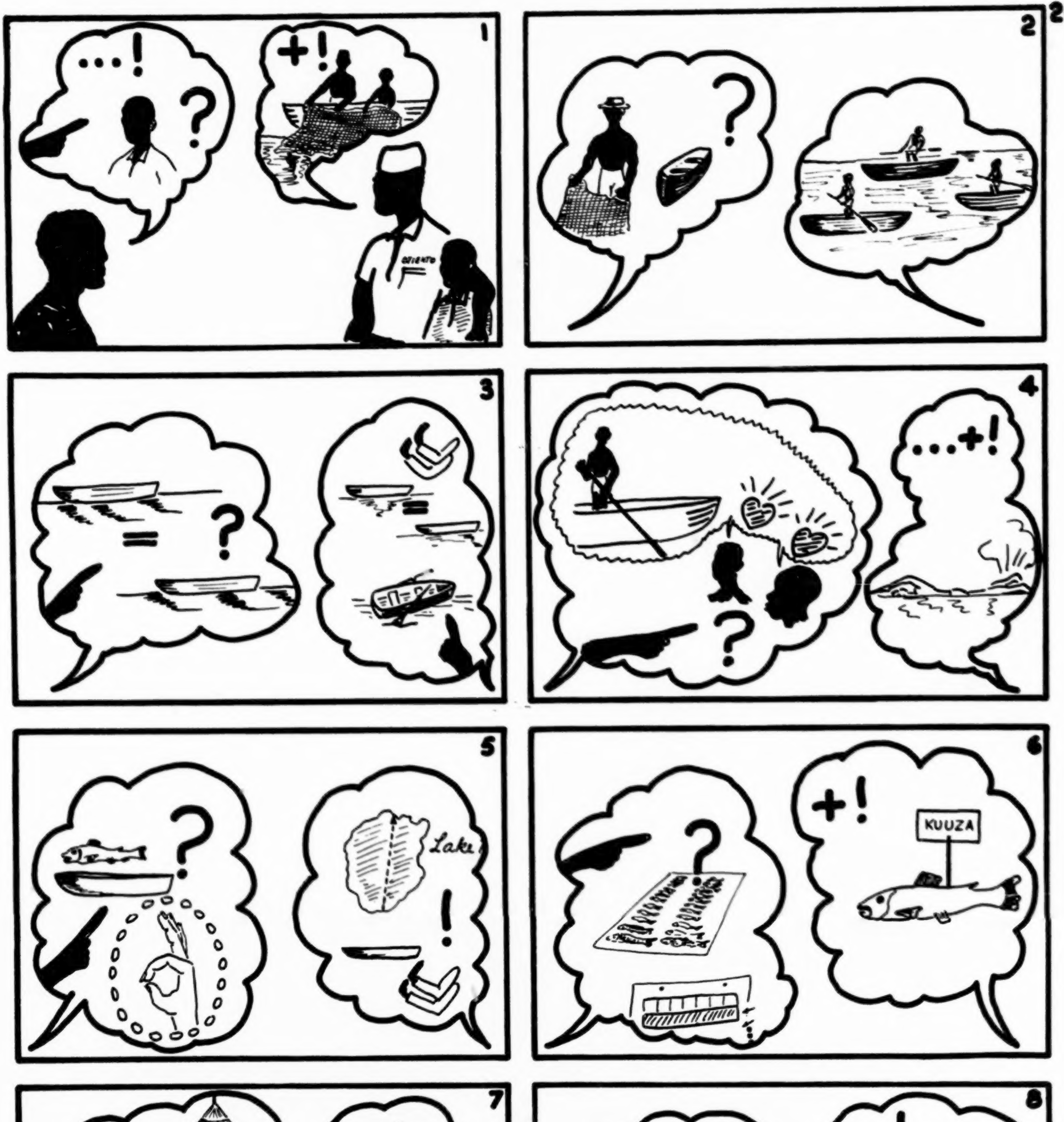
1
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5
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Lake
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6
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+!
KUUZA
7
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+!
8
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+!

1. Jambo Otieno, kijana huyu ni mtoto wako?

   Ndio, ni mtoto wangu, anasaidia kuvua samaki.

2. Wavuvi wengine wana mitumbwi yao?

   Kila mvuvi ana mtumbwi wake.

3. Mitumbwi yenu inafanana sana?

   Mitumbwi yetu inafanana, mingine ni tofauti.

4. Watoto wenu wanapenda kuendesha mitumbwi?

   Wanapenda hata kuogelea ziwani.

5. Vyombo vyenu ni salama kuvua samaki?

   Vyombo vyetu vinaweza kuvuka hata ziwa.

6. Mnavua samaki wengi kila wiki?

   Ndio, na tunapeleka samaki wetu sokoni.

7. Mnatumia samaki nyumbani?

   Ndio, ugali na samaki ni chakula chetu.

8. Mnakausha samaki vilevile?

   Ndio, tunakausha samaki katika jua.

Step 1.

1. Repetition Drill

a. Huyu ni mvuvi hodari.
Huyu ni mvuvi hodari.

hawa, Otieno, vijana, mimi.

b. Wote wana mitumbwi yao.
Wote wana mitumbwi yao.

viko, mishale, chombo, daktari.

c. Watoto wenu wanavua samaki.
Watoto wenu wanavua samaki.

rafiki, mtoto, wageni, kijana.

d. Chombo changu kinapendeza.
Chombo changu kinapendeza.

mtumbwi, mikuki, vikapu, vyombo.

e. Mitumbwi yetu inavuka ziwa.
Mitumbwi yetu inavuka ziwa.

chombo, wavuvi, kijana, walimu.

f. Kijana wake ni mrefu.
Kijana wake ni mrefu.

mitumbwi, vijana, watoto, kikapu.

2. Substitution Drill

a. mtumbwi
Huo ni ------- wangu.
Huo ni mtumbwi wangu.
chombo, samaki, mtoto, mitumbwi.

b. Watoto
------ wao wanaogelea.
Watoto wao wanaogelea.

samaki (s.), mtoto, walimu, mgeni.

c. samaki
Tunakausha ------ wetu.
Tunakausha samaki wetu.

mikeka, viazi, kitambaa, mkeka.

d. Kijana
------ wenu ni mvuvi hodari.
Kijana wenu ni mvuvi hodari.

watoto, mtu, walinzi, askari.

samaki
e. Wanauza ------ zao sokoni.
Wanauza samaki zao sokoni.

mitumbwi, vyombo, viatu, kikapu.

Step 3. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Watoto wako wanavua samaki?
2nd: Watoto wangu wanavua samaki.

mwalimu, rafiki, mke, dada.

b. 1st: Mitumbwi yenu inafanana sana?
2nd: La, mitumbwi yetu ni tofauti.

vikapu, vidole, watoto, ng'ombe.

c. 1st: Vyombo vyenu ni salama pale?
2nd: Ndio, vyombo vyetu ni salama.

mikuki, mshale, wageni, mizigo.

d. 1st: Wavuvi hawa wana mitumbwi yao?
2nd: Kila mvuvi ana mtumbwi wake.

Waswahili, wakulima, daktari, askari (s.).

e. 1st: Chombo chako kinavuka ziwa?
2nd: Ndio, kinavuka ziwa upesi.

mtumbwi, vyombo, mitumbwi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Huu ni mtumbwi wako?
Ndio, huo ni mtumbwi wangu.

mkeke, mishale, samaki, mke.

b. Hiki ni kiatu chaho?
Ndio, hicho ni kiatu changu.

kijana, mbuzi, chombo, visu.

c. Hawa ni watoto wake?
Ndio, hao ni watoto wake.

mgeni, mti, mizigo, chumba.

d. Hivi ni vikapu vyake?
Ndio, hivyo ni vikapu vyake.

Milango, kiwanja, kitambaa.

e. Hii ni mikuki yenu?
Ndio, hiyo ni mikuki yetu.

jirani, miji, ndege, mfuko.

f. Hawa ni wageni wao?
Ndio, hao ni wageni wao.

dada, mlinzi, daktari, mishale.

g. Huyu ni ng'ombe wako?
Ndio, huyu ni ng'ombe wangu.

ndugu, mwalimu, chakula, viazi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Otieno ni mvuvi na anakaa kando ya ziwa kubwa Viktoria, nchi ya Kenya. Wavuvi wengi wanakaa pale na wanavua samaki kila siku. Kijana hodari ni mtoto wa Otieno na anasaidia baba yake kuvua samaki. Anapenda kuendesha mtumbwi wao vilevile.

Kila mvuvi ana mtumbwi wake, na chombo hicho kinafaa kwa kukamata samaki hata kuvuka ziwa. Mitumbwi ya wavuvi wengine ni tofauti kidogo, lakini si sana. Watoto wanapenda sana kucheza majini, hata kuogelea.

Kila wiki wavuvi wanakamata samaki wengi na halafu wanapeleka samaki sokoni. Watu wengi watanunua samaki. Otieno anapenda kukausha samaki juani. Mke wake anapenda kutumia samaki kwa chakula pamoja na ugali. Samaki ni chakula kizuri. Je, wewe unapenda kula samaki vilevile?

Step 2. Questions based on the above narration:

Nani ni mvuvi?
Kazi ya mvuvi ni kufanya nini?
Ziwa Viktoria ni katika nchi gani?

Kijana ni mtoto wa nani?
Anasaidia kufanya nini?

Nani anapenda kuendesha mitumbwi?
Mtumbwi ni chombo salama kwa wavuvi?
Wataweza kuvuka ziwa katika mitumbwi?
Nani anaogelea majini?
Nani anapenda kucheza majini?

Wavuvi wanakamata samaki wengi?
Wanapeleka wapi samaki?
Otieno anafanya nini na samaki juani?
Mama anapenda kufanya nini na samaki?
Samaki ni chakula kizuri?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The possessive pronouns all begin with a vowel. As they are in the category of pronouns the subject prefixes are added, and not the concordial prefixes used with nouns and adjectives. The phonetic changes will be as follows:

M-Wa class (yu-wa)

	s.		pl.	
my	yu-angu	> wangu	wa-angu	> wangu
your	yu-ako	> wako	wa-ako	> wako
his	yu-ake	> wake	wa-ake	> wake
our	yu-etu	> wetu	wa-etu	> wetu
your	yu-enu	> wenu	wa-enu	> wenu
their	yu-ao	> wao	wa-ao	> wao

Ex. Mtoto wangu. Watoto wangu.

M-Mi class (u-i)

u-angu > wangu i-angu > yangu

Ex. Mkono wangu. Mikono yangu.

Ki-Vi class (ki-vi)

ki-angu > changu vi-angu > vyangu

Ex. Kisu changu. Visu vyangu.

II. Language Structure

The prefixes with regard to possessive pronouns have been explained above. Make a note again that it is the subject prefixes which are used with pronouns, and not the adjectival concordial prefixes. There are some differences between these.

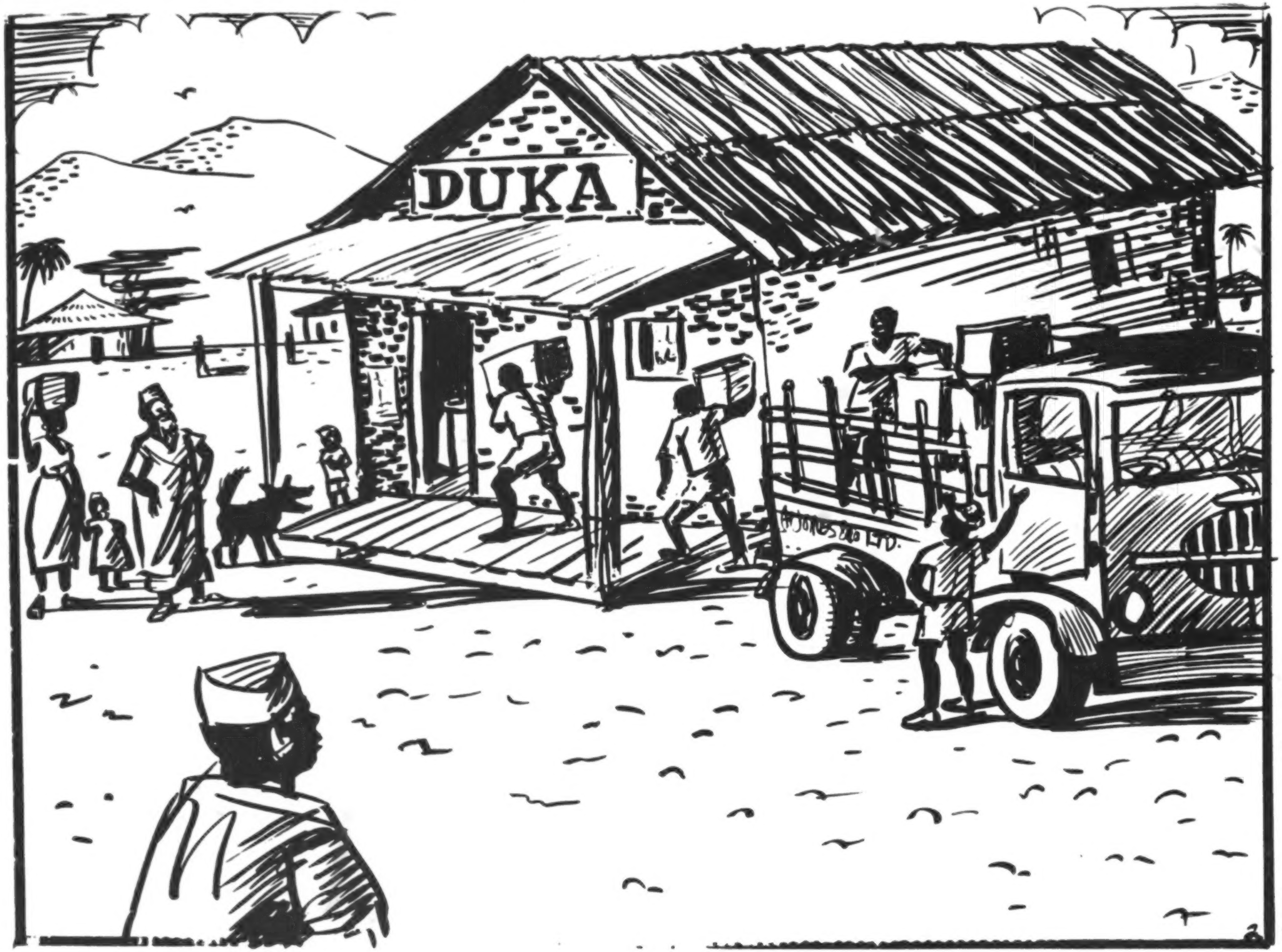
Note that possessive pronouns follow the item possessed, and does not precede as is the case in English. Thus:

My child in Swahili would be: 'child my'.
(mtoto wangu)

SWAHILI 12 WEEKS COURSE

LESSON 27

LESSON 27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1st PERIOD PERCEPTION DRILL LESSON 27

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on '-enye' words.

   a. Mtu mwenye duka.
   Watu wenye mizigo.
   Mlango mwenye rangi.
   Milango yenye rangi.
   Yeye ni mwenye duka.
   Mwenye lori amefika.
   Chombo chenye nguvu.
   Vyombo vyenye nguvu.

   b. Amefika mwenyewe.
   Wamefika wenyewe.
   Mwenye duka ni mwenyewe.
   Yeye ni mwenyeji pia.
   Mtu mwenye mbwa.
   Watu wenye pesa.
   Wao wenyewe.
   Sisi wenyewe.

2. Drills on new adjectives.

   a. Watu wanene.
   Mtu mnene.
   Mwenyeji mnene.
   Mzigo mzito.
   Mizigo mizito.
   Mbwa mwaminifu.
   Mbwa mweusi.
   Mbwa mkali.
   Mtu mwenye nguvu.
   Watu wenye nguvu.

3. Drill on new verbs.

   a. Anainua mizigo.
   Anainua kwa nguvu.
   Anakazana sana.
   Anatisha wevi.
   Kikombe kimejaa.
   Anapiga kelele.
   Analinda duka.
   Wanapanga mizigo.
   Lori imejaa mizigo.
   Nyumba imejaa vitu.

b. Wenyeji wanainua.
Wanainua kwa nguvu.
Wao wanakazana.
Watu wanene wanasaidia.
Mbwa wawili.
Mbwa waminifu.
Mbwa wanalala karibu.
Mbwa wanalinda usiku.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD — ENGLISH DIALOGUE — LESSON 27

1. Who is that man with the shoes on?

   That is the owner of the shop.

2. Is he a native here?

   Yes, and he has brought goods in a lorry (truck).

3. What are those fat (hefty) people doing?

   They are lifting heavy loads.

4. They are lifting with strength, aren't they?

   Yes, they are trying very hard.

5. What is that container full of?

   It is full of various foods.

6. Where will they put all those loads?

   They will arrange (store) them in the shop.

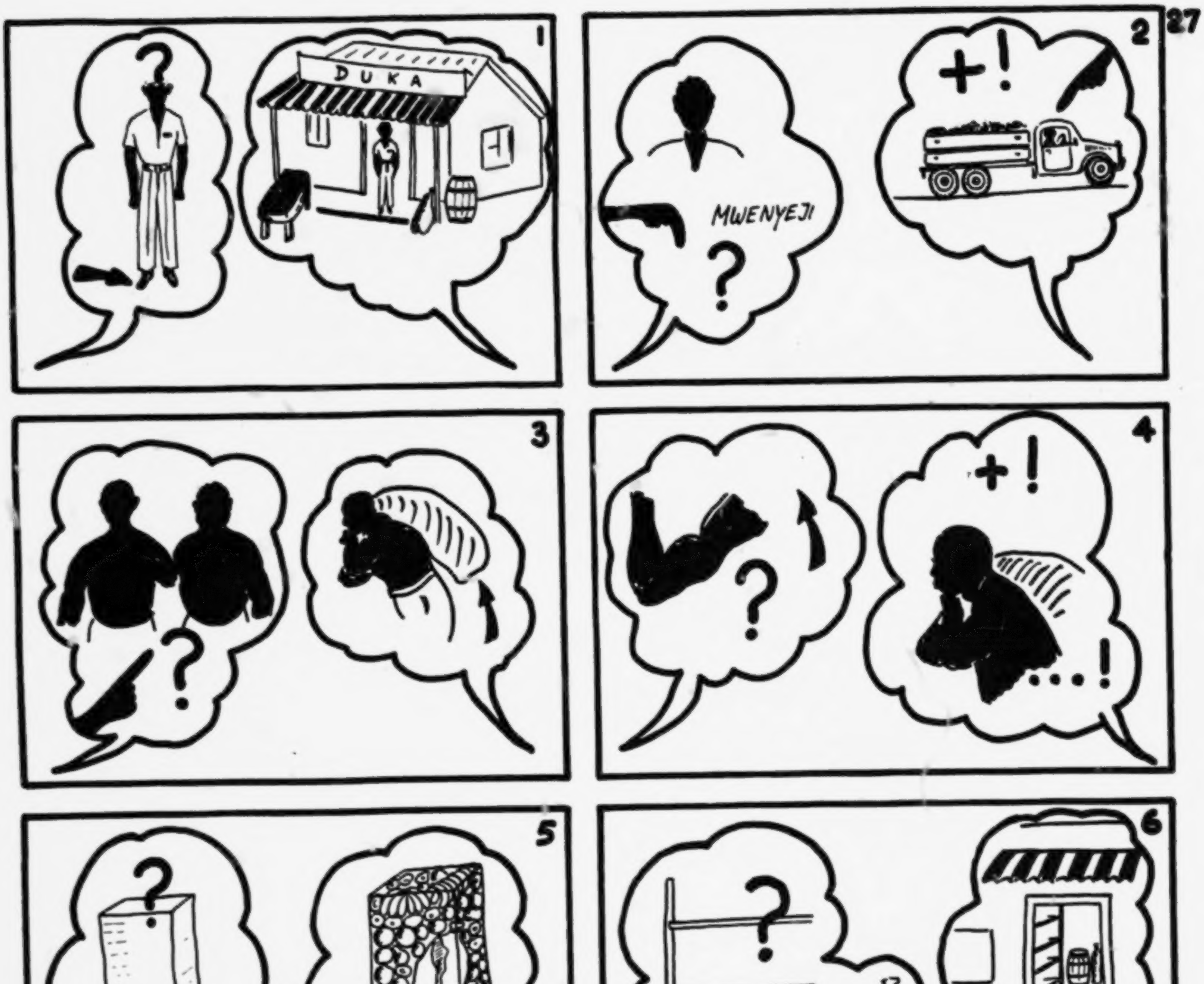
7. Who will guard the loads at night?

   That black dog will watch the loads.

8. Is he a faithful dog?

   Yes, and he will bark (make a noise) to frighten the thieves at night.

27


1
?
DUKA
2
+!
MWENYEJI
?
3
?
4
?
+!
...!
5
?
6
?
7
?
8
?
+!
AMINIFU
BWA... BWA...

1. Mtu yule mwenye viatu ni nani?
   Huyo ni mwenye duka.

2. Yeye ni mwenyeji wa hapa?
   Ndio, na ameleta mizigo katika lori.

3. Watu wale wanene wanafanya nini?
   Wanainua mizigo mizito.

4. Wanainua kwa nguvu, sivyo?
   Ndio, wanakazana sana.

5. Chombo kile kimejaa nini?
   Kimejaa vyakula mbalimbali.

6. Mizigo ile yote wataweka wapi?
   Watapanga mizigo katika duka.

7. Nani atalinda mizigo usiku?
   Mbwa yule mweusi atalinda mizigo.

8. Yeye ni mbwa mwaminifu?
   Ndio, na anapiga kelele kutisha wevi usiku.

Step 1.

1. Repetition Drill

a. Mwenye duka ameleta mizigo.
Mwenye duka ameleta mizigo.

chukua, panga, uza, nunua.

b. Mimi ni mwenyeji wa Kenya.
Mimi ni mwenyeji wa Kenya.

hawa, huyo, sisi, Otieno.

c. Watu wanene wanainua mizigo.
Watu wanene wanainua mizigo.

mrefu, mwenye nguvu, watatu, mmoja.

d. Chombo kimejaa vyakula.
Chombo kimejaa vyakula.

vikapu, mfuko, mifuko, kikapu.

e. Mbwa mwaninifu atapiga kelele.
Mbwa mwaninifu atapiga kelele.

watoto, mtu, mkulima, wavuvi.

f. Wamepanga mizigo dukani.
Wamepanga mizigo dukani.

weka, peleka, chukua.

2. Substitution Drill

a. Mwenyeji
-------- anainua mzigo.
Mwenyeji anainua mzigo.

vijana, wavuvi, daktari (s.), wevi.

b. Otieno
------ ni mwenyeji wa Kenya.
Otieno ni mwenyeji wa Kenya.

sisi, ninyi, hao, huyo.

c. alitisha
Mwenye duka -------- mwivi.
Mwenye duka alitisha mwivi.

kamata, fukuza, ona, fuata.

d. Kijana
------ mnene anabeba mzigo.
Kijana mnene anabeba mzigo.

vijana, mtu, walimu, ndugu (pl.)

e. Mbwa
---- mwaminifu anapiga kelele.
Mbwa mwaminifu anapiga kelele.

mbwa (pl.), walinzi, mvuvi, kijana.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 27

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Yule mwenye viatu ni nani?
2nd: Huyo ni mwenyeji wa hapa.

hawa, wale, hao, huyu.

b. 1st: Watu wanene wanafanya nini?
2nd: Wanainua mizigo.

vijana, wevi, mkulima, mvuvi.

c. 1st: Wanainua mizigo kwa nguvu?
2nd: Ndio, wanakazana sana.

mifuko, kikapu, kitanda, mlango.

d. 1st: Chombo hiki kimejaa nini?
2nd: Kimejaa vyakula.

vikapu, mifuko, mfuko, kikapu.

e. 1st: Mtu gani atatunza mizigo?
2nd: Mtu mwaminifu atatunza mizigo.

mbwa (s.), mbwa (pl.), askari (s.), walinzi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Nani mwenye kiatu hiki?
Kiatu hicho ni changu.

vikapu, mizigo, mkuki, mkeka.

b. Wenyeji wangapi wamerudi?
Wenyeji wanne wamerudi.

daktari, wavuvi, watu, wakulima.

c. Mbwa huyu mweusi ni wake?
Ndio, huyo ni mbwa wake.

kiatu, vitambaa, chombo, mkeka.

d. Alitunza mizigo yenu?
Ndio, alitunza mizigo yetu.

mikuki, vikombe, kiko, watoto.

e. Mbwa mwaminifu alipiga kelele?
Ndio, na alitisha wevi.

walinzi, mbwa (pl.), mtu, askari (pl.).

f. Mvuvi anavua samaki?
La, anaendesha mtumbwi tu.

kijana, wavuvi, ninyi, hao.

g. Wametoa mizigo yao yote?
Ndio, wametoa yote.

viko, mishale, vyombo, vikombe.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Watu wengi wanafika dukani kununua vyakula vya kila aina. Wengine wanataka matunda, mkate, viazi, kahawa au chai. Wengine labda watataka nyama, maziwa, au samaki.

Mwenye duka anakaa hapa karibu. Jana alikwenda mjini kununua vitu vya kuuza dukani. Leo lori imefika na imejaa mizigo mingi. Watu wanene wenye nguvu wanainua mizigo na wanapanga dukani. Mizigo ni mizito na watu hawa wanakazana sana. Mwenye duka ni mwenyeji wa hapa.

Katika mizigo ni vyakula mbalimbali. Usiku mwenye duka atafunga mlango na mbwa wake atalala karibu. Huyo ni mbwa mweusi, mkubwa na mwaminifu. Anaweza kuwa mkali sana. Kama wevi watafika usiku, mbwa atapiga kelele sana kutisha wevi. Wevi wataogopa na watakimbia.

Step 2. Questions based on the above narration:

Watu wanatafuta nini dukani?
Wengine wanataka kununua nini?
Wataweza kupata kahawa na chai?
Mwenye duka anakaa wapi?
Alikwenda wapi jana?

Alifanya nini mjini?
Lori imeleta nini?
Nani anainua mizigo mizito?
Wanapanga wapi mizigo?
Mwenye duka ni mwenyeji?

Vyakula mbalimbali ni wapi?
Nani atafunga mlango usiku?
Nani atalala karibu?
Nani atapiga kelele usiku?
Wevi wataogopa na watafanya nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

a. The word '-enye' expresses the idea of: having, owning, or becoming. The initial vowel causes changes when prefixes are added. Subject prefixes are used as with the possessive pronouns, except for the Living Beings class singular, 'MW'. Refer back to Lesson 26.

b. From the above the word 'mwenyeji' has been formed. This has two sounds not common to English, the /ñ/ and /d'/. This word requires careful practice, /mweñéd'i/.

II. Language Structure

a. Generalization on the past tense, prefix LI. See Lesson 12 for details.

b. The word '-enye' should be treated as a pronoun rather than an adjective. The prefixes are pronominal, except the singular of the Living or M-Wa class, which is 'mw-'.

c. The following forms have developed from '-enye'.

'-enye' = having. Mtu mwenye nguvu.
(The person having power.)
(The powerful person.)

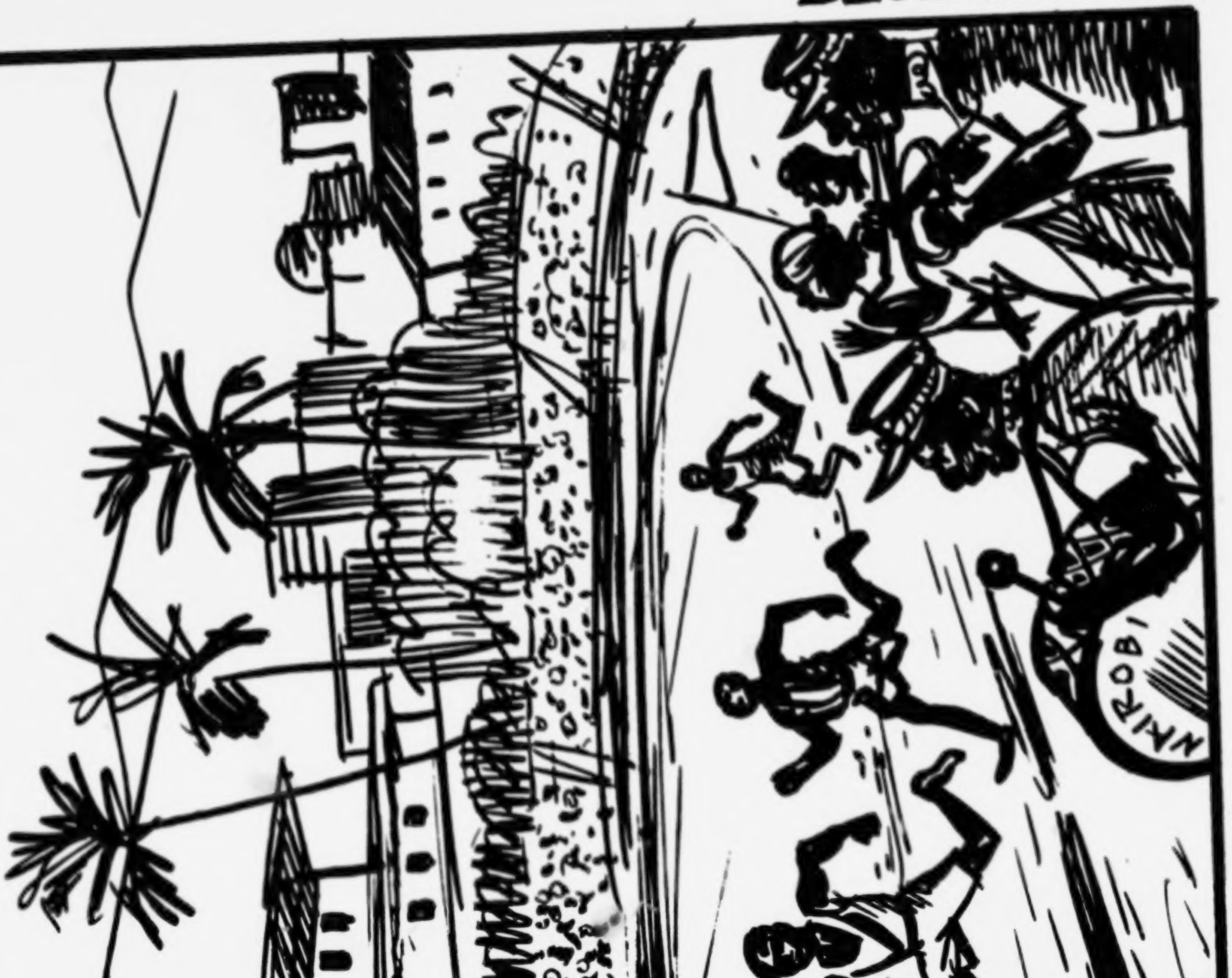
'-enyewe' = self, be himself, etc.
Alifaulu mwenyewe.
(He succeeded by himself.)

mwenyeji = native, resident.
Wenyeji wa Kenya.
(Natives (residents) from Kenya.)

SWAHILI 12 WEEKS COURSE

LESSON 28

LESSON 28



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Generalization drills.

a. Kitambaa chenye rangi.
Vitambaa vyenye rangi.
Wenye kucheza ngoma.
Wenye kucheza tarumbeta.
Wenye kushindana.

b. Walikuwa na alama.
Alama mbalimbali.
Rangi mbalimbali.
Alama tofauti.
Alama ya rangi.

c. Kiwanja kikubwa.
Kiwanja cha skuli.
Kiwanja cha michezo.
Kiwanja cha nyumba.
Kiwanja cha mazoezi.

d. Walimu waliongoza.
Waliongoza wanafunzi.
Wanafunzi walishindana.
Wanafunzi wenye kushinda.
Mashindano ya michezo.

e. Wanawake na wanaume.
Wageni na wenyeji.
Walimu na wanafunzi.
Wakubwa na wadogo.
Wakubwa na watoto.

f. Mkaguzi wa skuli.
Mkaguzi alitoa zawadi.
Mkaguzi anakagua.
Anakagua skuli.
Kapteni anakagua askari.

g. Wanafunzi walishinda.
Askari walishinda.
Walishinda adui.
Kikosi kilishinda.
Kikundi kilishinda.

h. Mwanafunzi huyo alishinda.
Kikundi hicho kilishinda.
Watu hao walishinda.
Mwishoni walishinda.
Mwanzoni walishindana.

i. Wanafunzi walihudhuria.
Walihudhuria michezo.
Walihudhuria mashindano.
Walihudhuria skuli.
Walifika mapema.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Did many students compete on the playground?

   About 90 students competed.

2. Did each teacher lead his group of students?

   Every one had his group.

3. What mark did your students wear?

   They wore a red and white cloth.

4. Did the competitive games start early?

   Yes, and many attended.

5. Did they have a "ngoma" (band, drums)?

   Yes, they played the drums and trumpets.

6. Did all the students succeed (in winning) on the grounds?

   Not all, but my group won.

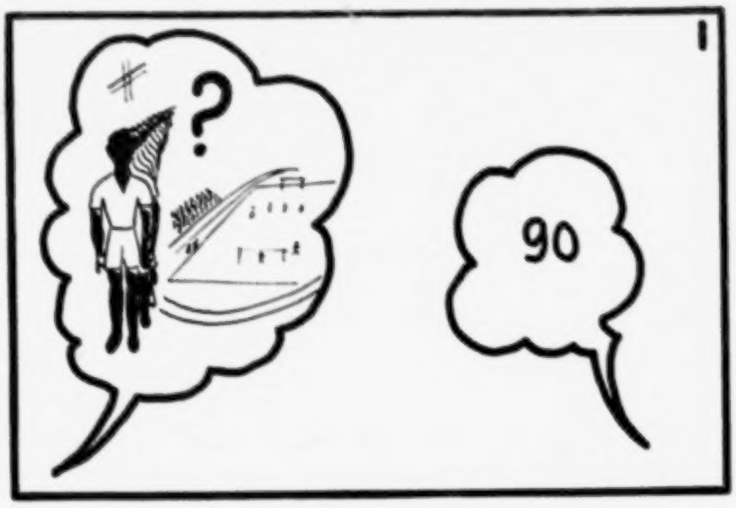
7. Did other groups win some events?

   Yes, others received prizes.

8. Who gave out the prizes in the end?

   The Inspector of Schools gave out prizes.

1



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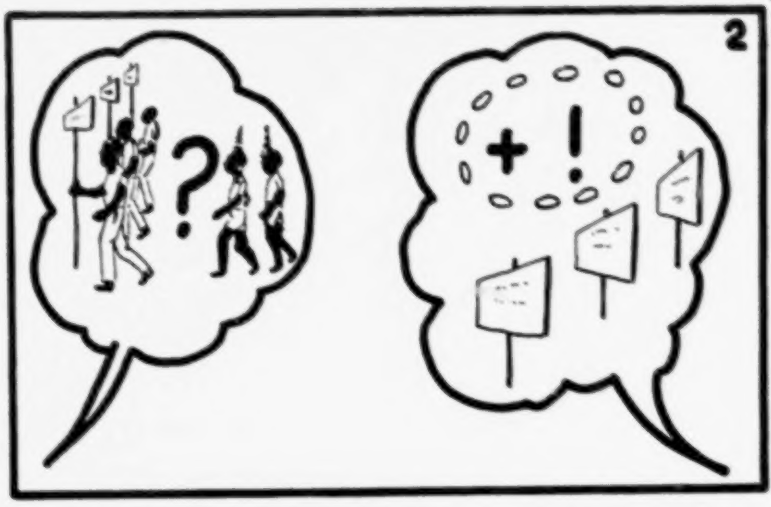

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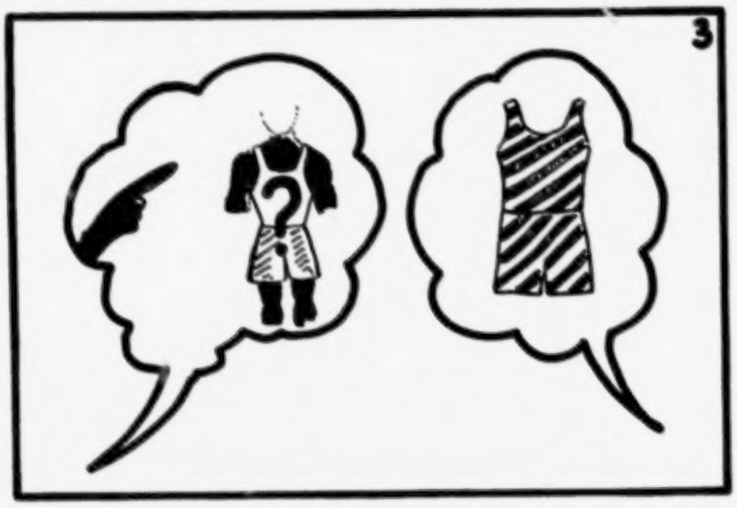

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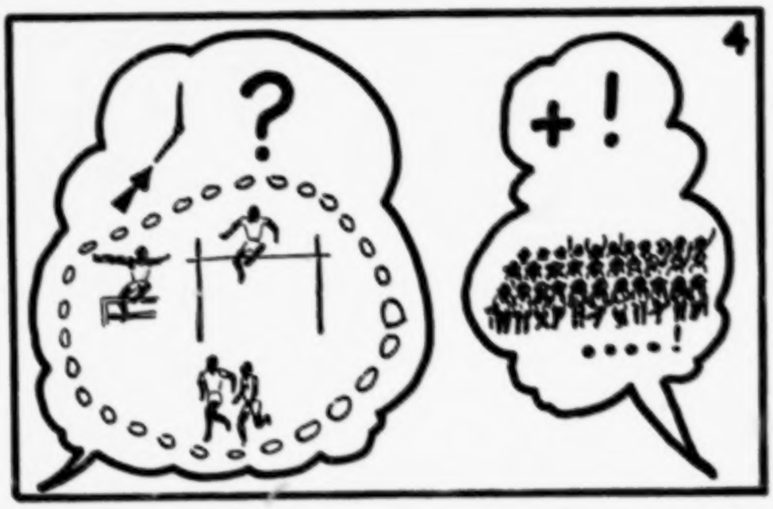

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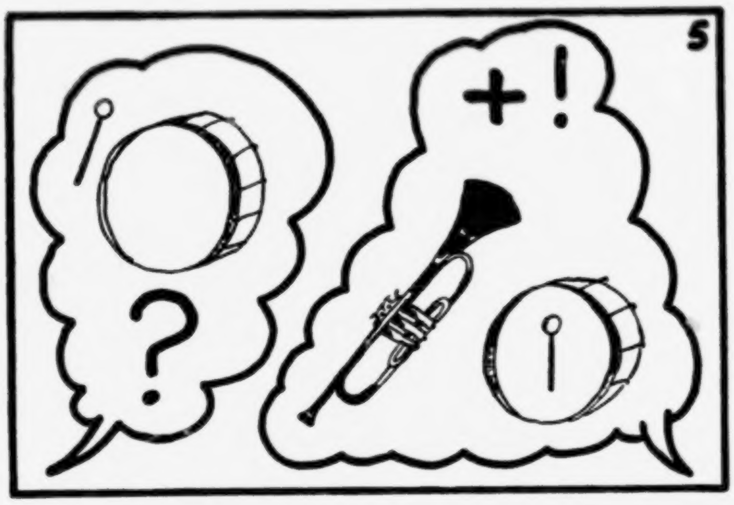

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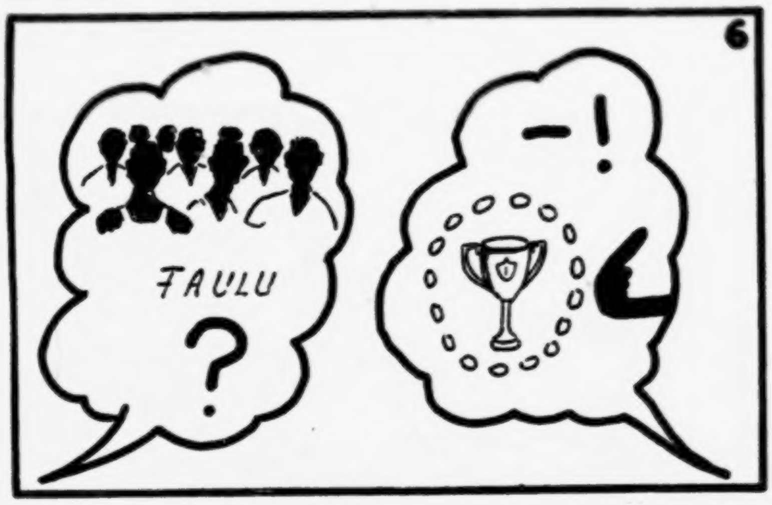

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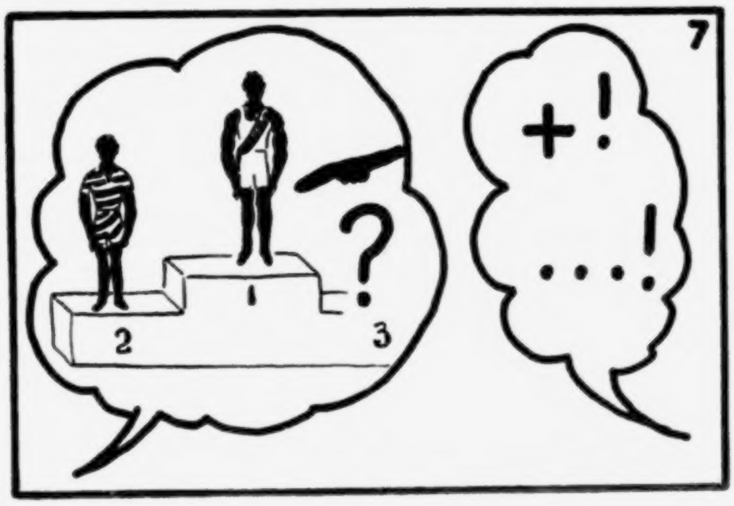

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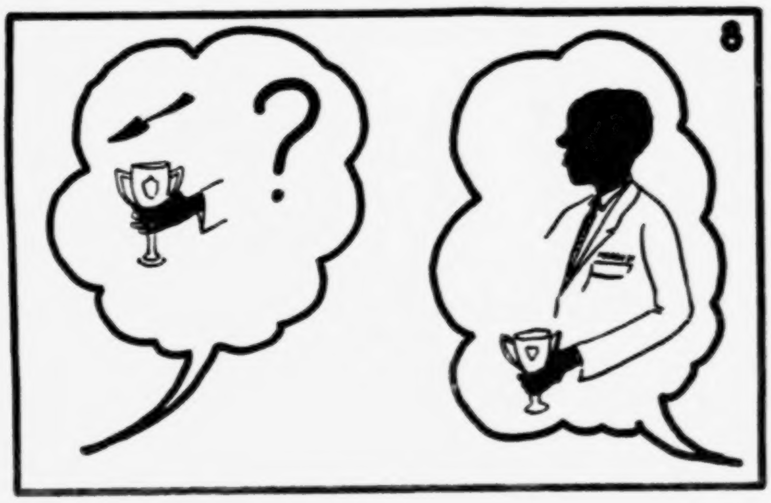


1. Wanafunzi wengi walishindana kiwanjani?
Kama wanafunzi tisini walishindana.

2. Kila mwalimu aliongoza wanafunzi wake?
Kila mmoja alikuwa na kikundi chake.

3. Wanafunzi wako walivaa alama gani?
Walivaa vitambaa vyeupe na vyekundu.

4. Michezo ya mashindano ilianza mapema?
Ndio, na wengi walihudhuria.

5. Walikuwa na ngoma?
Walicheza ngoma na kupiga tarumbeta.

6. Wanafunzi wote walifaulu kiwanjani?
Si wote, lakini kikundi changu kilifaulu.

7. Vikundi vingine vilishinda vilevile?
Ndio, vingine vilipata zawadi.

8. Nani alitoa zawadi mwishoni?
Mkaguzi wa skuli alitoa zawadi.

3rd PERIOD PATTERN DRILL I LESSON 28

Step 1.

1. Repetition Drill

a. Wanafunzi wengi wanashindana kiwanjani.
Wanafunzi wengi wanashindana kiwanjani.

watoto, walimu, wanawake, Wamasai.

b. Mwalimu aliongoza kikundi chake.
Mwalimu aliongoza kikundi chake.

walimu, daktari, wanaume, askari (s.).

c. Wanafunzi walivaa vitambaa vyekundu.
Wanafunzi walivaa vitambaa vyekundu.

mishipi, viatu.

d. Watu wengine walihudhuria.
Watu wengine walihudhuria.

kikundi, vikundi, kijana, ndugu (pl.).

e. Vikundi vyetu vimeshinda.
Vikundi vyetu vimeshinda.

wanafunzi, mgeni, kikundi, mwalimu.

f. Mimi nilitoa zawadi.
Mimi nilitoa zawadi.

walimu, mkaguzi, Kapteni, ninyi.

2. Substitution Drill

a. Watoto
------ wetu wanashindana kule.
Watoto wetu wanashindana kule.

vijana, wakulima, wavuvi, watu.

b. Walimu
------ wataongoza vikundi vyao.
Walimu wataongoza vikundi vyao.

sisi, wewe, Kapteni, wakaguzi.

c. vyekundu
Tutavaa vitambaa -------- kiwanjani.
Tutavaa vitambaa vyekundu kiwanjani.

-etu, -eupe, -enu, -zuri.

d. Wanawake
-------- wengi wamehudhuria.
Wanawake wengi wamehudhuria.

wavuvi, wenyeji, wanaume, wakulima.

e. vyao
Vikundi ---- vilishinda.
Vikundi vyao vilishinda.

-ingi, -ingine, -ote,-angu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 28

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wanafunzi wangapi wanashindana?
2nd: Kama tisini wanashindana.

wakulima, watu, vijana, watoto.

b. 1st: Wewe utaongoza kikundi kipi?
2nd: Nitaongongoza kikundi changu.

hawa, ninyi, mkaguzi, walimu.

c. 1st: Watoto wako walivaa vitambaa?
2nd: Walivaa vitambaa vyeupe.

-enu, -ao, -ote, -ingine.

d. 1st: Watu walifika mapema?
2nd: Walifika asubuhi na mapema.

ninyi, wewe, Kapteni, wakaguzi.

e. 1st: Vikundi vyenu vilishinda?
2nd: Ndio, vilishinda.

mtoto, kikundi, vijana, wageni.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Watoto wanashindana wapi?
Wanashindana kule kiwanjani.

hao, wakulima, wavuvi, vijana.

b. Walimu waliongoza watoto wao wenyewe?
Ndio, waliongoza watoto wao wenyewe.

ninyi, wewe, mkaguzi, wanawake.

c. Wenyeji watavua samaki?
La, wataendesha mitumbwi.

kijana, huyo, sisi, askari (s.).

d. Michezo ya mpira imeanza?
Ndio, ilianza mapema.

mashindano, ngoma, watoto, skuli.

e. Wageni walicheza ngoma usiku?
Walicheza na kupiga tarumbeta.

Wakikuyu, Mswahili, ninyi, wanafunzi.

f. Vikundi vyenu vimeondoka?
Bado vinangojea amri.

kikosi, Koplo, watoto, mwalimu.

g. Koplo atakagua askari wote?
Ndio, atakagua kila askari.

wewe, ninyi, mkaguzi, walinzi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wanafunzi wa skuli kumi na mbili walifika katika kiwanja kikubwa cha skuli kule Nairobi. Walifika kushindana katika michezo. Walifurahi sana kwa sababu wanapenda michezo. Walimu wao waliongoza vikundi vya wanafunzi. Wanaume na wanawake, wageni na wenyeji, watu wengi walifika kutazama mashindano na michezo. Wenye kujua kucheza ngoma na tarumbeta walicheza vizuri sana.

Michezo ilianza asubuhi na wenye kushindana walikazana sana kushinda. Wengine walifaulu vizuri na walipata zawadi. Kila kikundi kilikuwa na alama yake na walivaa vitambaa vya rangi mbalimbalimbali. Kile chenye alama ya vitambaa vyeupe na vyekundu kilishinda vizuri sana. Mkaguzi wa skuli alitoa zawadi kwa wenye kushinda.

Step 2. Questions based on the above narration:

Wanafunzi wa skuli ngapi walishindana?
Kiwanja kilikuwa wapi?
Walifurahi kufika?
Nani aliongoza kila kikundi?
Nani alifika kutazama mashindano?

Walicheza ngoma vilevile?
Michezo ilianza lini?
Wenye kushindana walikazana?
Kila kikundi kilikuwa na alama yake?
Walivaa vitambaa vya namna gani?

Kikundi gani kilishinda vizuri?
Nani alitoa zawadi?
Alitoa zawadi kwa nani?
Wenye kushinda walikuwa na rangi gani?
Vitambaa vilikuwa vya rangi mbalimbali?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

Reinforcement of '-enye' with the modification of prefixes due to the initial vowel.

II. Language Structure

Reinforcement of the use of '-enye' in forming adjectives; also the use of 'mwenyewe' and 'Mwenyeji'. See also Lesson 27.

III. Cultural Note

African education in East Africa. When children have attended 4 years in the elementary school, there is usually an entrance examination to the next level, called Middle-Schools. Here the pupils are boarders. These middle schools have a more advanced program, including athletics, sports and competitive inter-school games. Perhaps 4 or 5 schools will compete at an appointed place. They will have small bands, and large numbers of people will come to watch. Such events are much enjoyed by all.

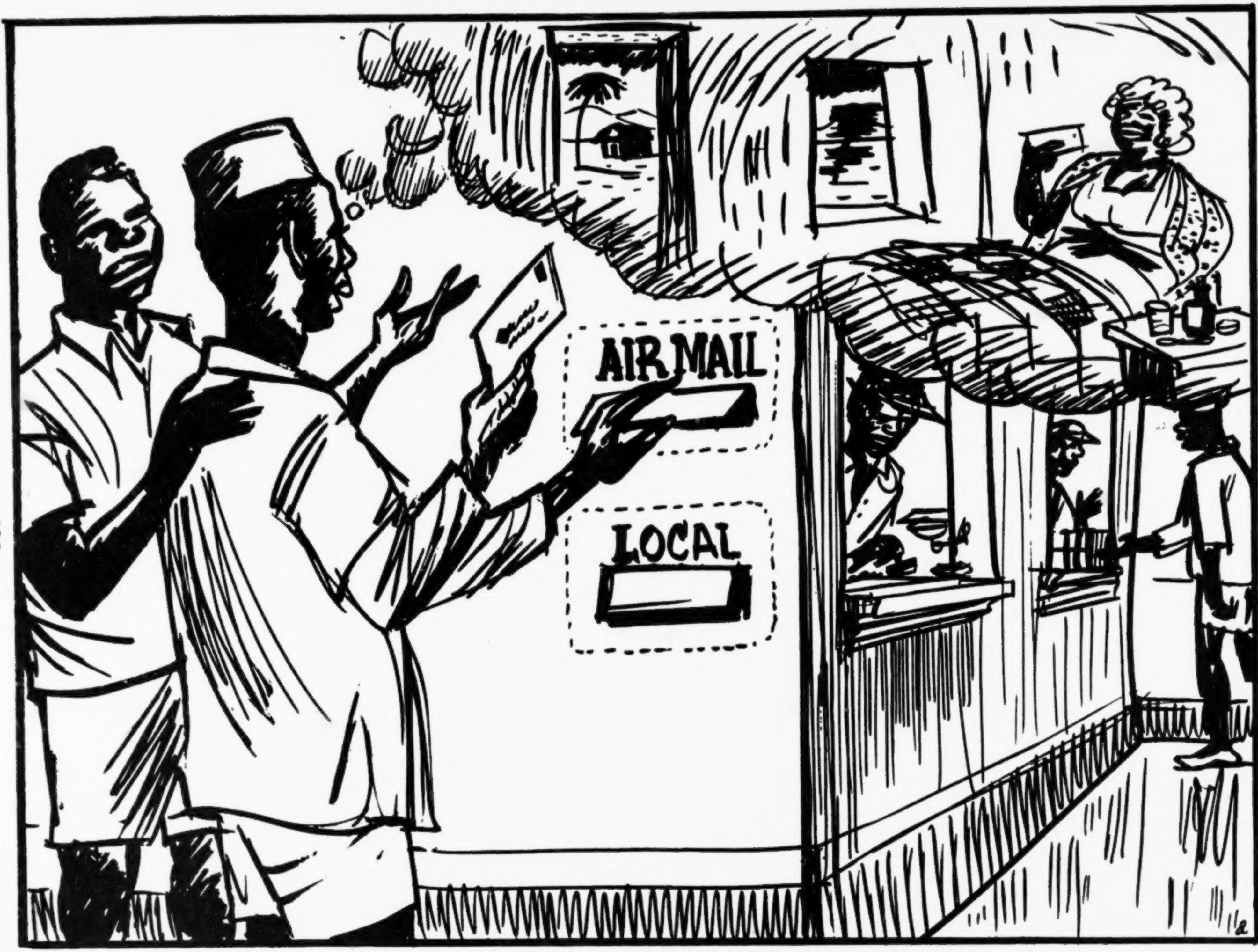
Each school team has its own colors and distinctive athletic uniform. There will be races: 100 yard dash, 220 yards, 1 mile race; relay and hurdle races; long jumps and pole vaults; spear and weight throwing, etc. At the end of these competitive games prizes are awarded to the winners, then later in the afternoon there may be some football games.

These inter-school events have a definite value in that children from different tribes get together. Often each school represents a tribal area.

SWAHILI 12 WEEKS COURSE

LESSON 29

LESSON 29


AIR MAIL
LOCAL

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on words with 'N' prefixes.

a. nguo nyembamba
ngozi nyeusi
ngoma ndogo
nguvu nyingi

b. nyumba nyeupe
nchi nzuri
njia ndefu
nyama nyekundu

c. nguo hii
ngozi hii
ngoma hii
nguvu hii

d. nguo hizi
ngozi hizi
ngoma hizi
nguvu hizi

e. nyumba ile
nchi ile
njia ile
nyama ile

f. nyumba zile
nchi zile
njia zile
nyama zile

2. Drill on 'N' class words without 'N' prefixes.

a. kalamu chache
karatasi pana
barua fupi
bahasha moja
stempu mbili
motokaa nane

b. shilingi chache
senti mbili
anwani ndefu
mashine ghali
saa rahisi

c. kalamu yangu
karatasi yako
barua yake
bahasha yetu
stempu yenu
motokaa yao

d. kalamu zangu
karatasi zako
barua zake
bahasha zetu
stempu zenu
motokaa zao

3. Drills on recombining the above forms.

a. nguo chache
kalamu nyeusi
bahasha nyingine
bunduki mbaya
barabara ndefu

b. beneti kali
baruti nyingi
chai nzuri
kahawa mbaya
dawa tele

c. habari nzuri
hema kubwa
handaki ndogo
homa mbaya
nyanya nyingi

d. pembe fupi
posta kubwa
redio ndogo
saa nzuri
zawadi zote

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 29

1. Say, what are you doing here at the post office?
   I'm mailing a letter to my mother.

2. Where does your mother live?
   Over in Nairobi, Kenya.

3. My, that's far; are you sending the letter by air?
   Yes, I'm buying stamps now.

4. How many cents worth of stamps are you putting on?
   Here are 25 cents worth of stamps.

5. You'll put them all on the envelope, won't you?
   Yes, and I'll also write the address.

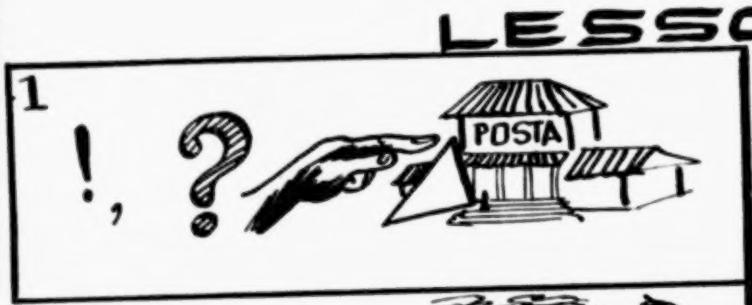
6. Did you write the letter (by pencil) or type it?
   I wrote it (by pencil); I used light weight paper.

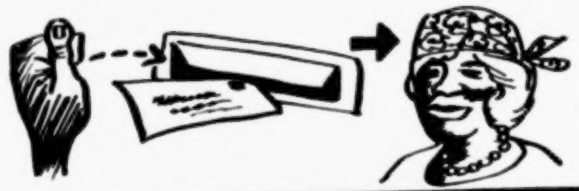
7. Are you sending money to that far country?
   Yes, mother lacks money.

8. She'll be very happy to read your letter.
   The letter is registered, it will arrive safely.

LESSON 29

1





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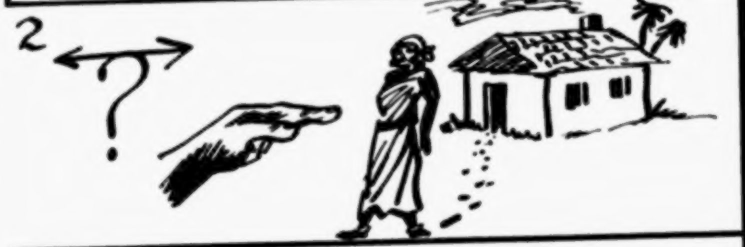

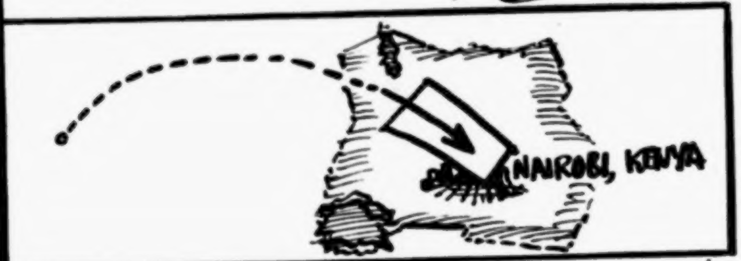
NAIROBI, KENYA

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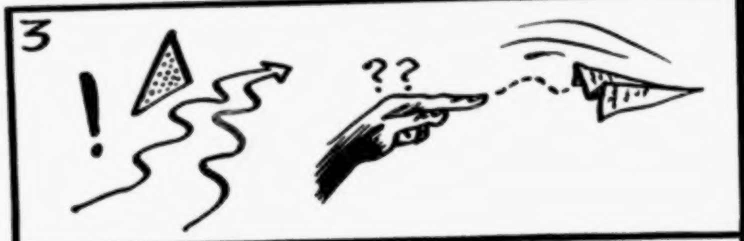

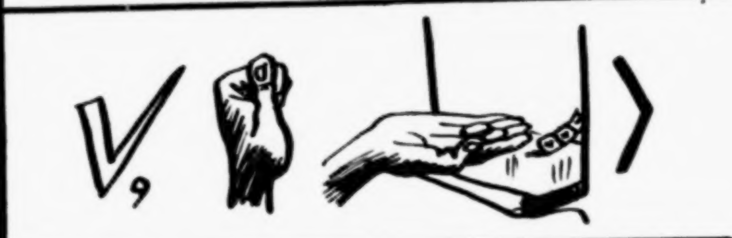

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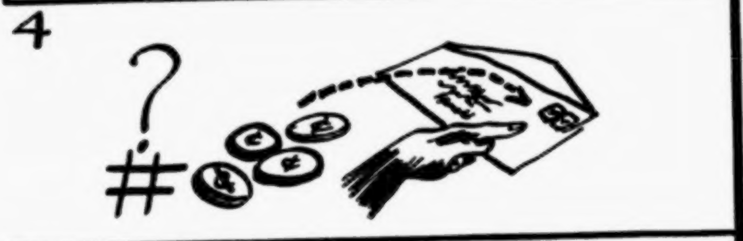

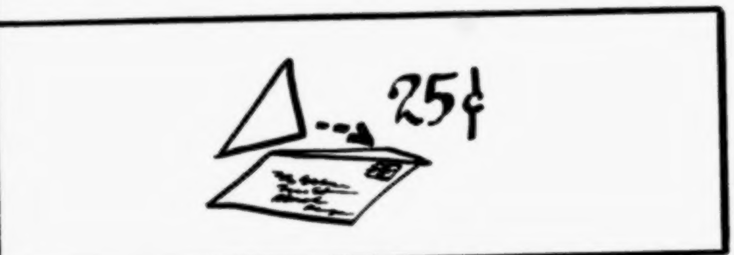

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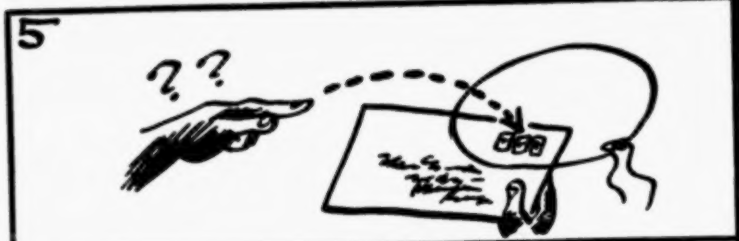

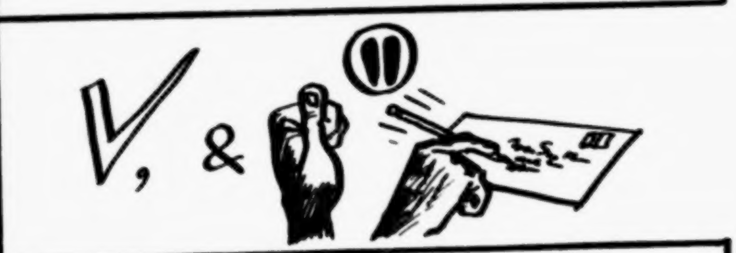

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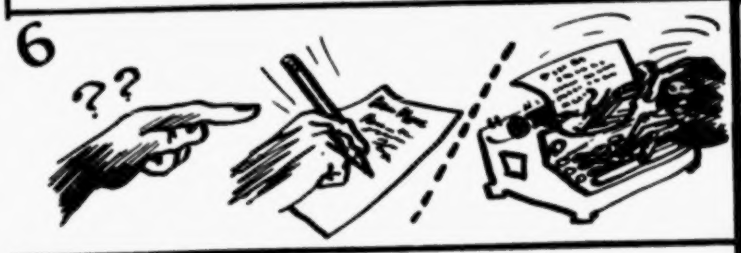

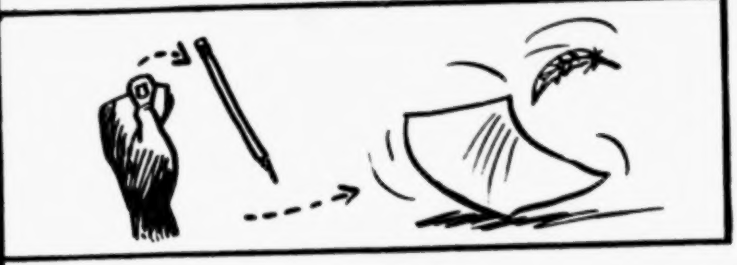

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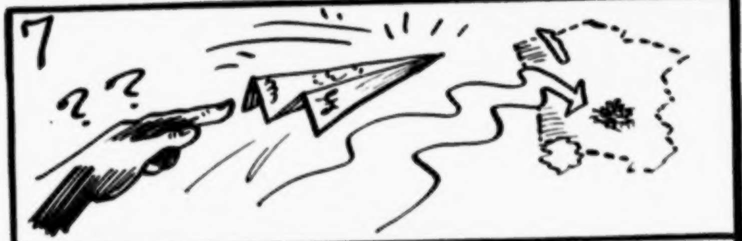

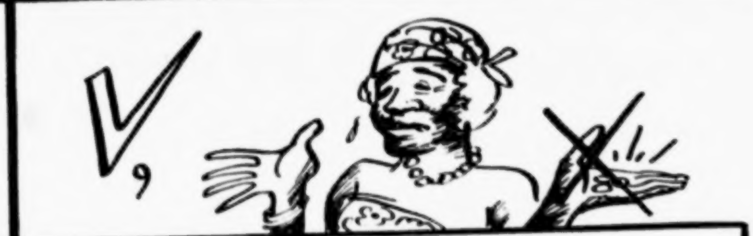

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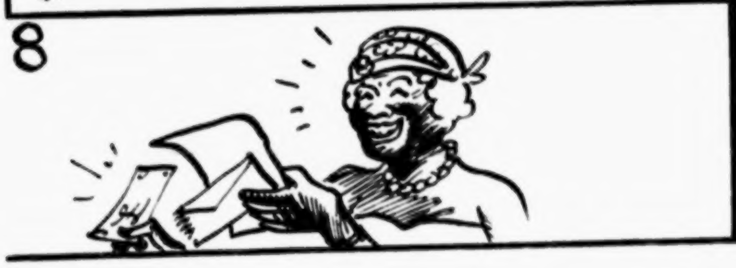
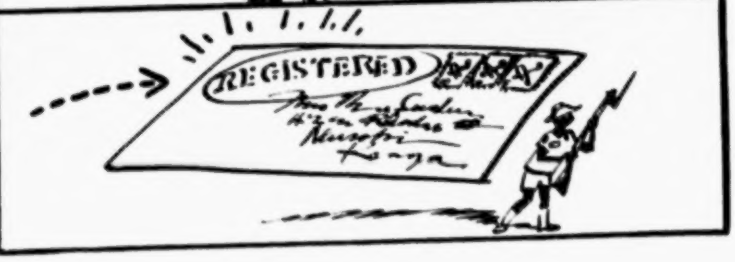



REGISTERED

1. Je, unafanya nini hapa posta?
   Ninapeleka barua kwa mama yangu.

2. Mama yako anaishi wapi?
   Kule Nairobi, Kenya.

3. Lo, ni mbali, utatuma barua kwa ndege?
   Ndio, ninanunua stempu sasa.

4. Unatia stempu ya senti ngapi?
   Hapa ni stempu ya senti ishirini na tano.

5. Utatia zote juu ya bahasha, sivyo?
   Ndio, na nitaandika anwani pia.

6. Umeandika barua kwa kalamu au mashine?
   Kwa kalamu, nimetumia karatasi nyepesi.

7. Unapeleka pesa kule nchi ya mbali?
   Ndio, mama anakosa pesa.

8. Atafurahi sana kusoma barua yako.
   Barua inakwenda rejista, itafika salama.

Step 1.

1. Repetition Drill

a. Mwalimu ananunua stempu katika posta.
Mwalimu ananunua stempu katika posta.

Koplo, watoto, kijana, mimi.

b. Mimi nitatia stempu juu ya bahasha.
Mimi nitatia stempu juu ya bahasha.

mkulima, askari (pl.), sisi, wewe.

c. Nilipeleka barua yangu kwa ndege.
Nilipeleka barua yangu kwa ndege.

mizigo, pesa, karatasi, vitu.

d. Amenunua stempu za senti ishirini.
Amenunua stempu za senti ishirini.

kikombe, karatasi, kitu, kalamu.

e. Sisi tutaandika barua kwa mashine.
Sisi tutaandika barua kwa mashine.

wewe, mwalimu, watoto, Yusufu.

f. Mama atafurahi kusoma barua yangu.
Mama atafurahi kusoma barua yangu.

wanafunzi, kijana, hao, wote.

2. Substitution Drill

a. Mama
---- yangu anaishi kule Nairobi.
Mama yangu anaishi kule Nairobi.

mtoto, watoto, ndugu (pl.), rafiki.

b. Mimi
---- nitaandika anwani juu ya bahasha.
Mimi nitaandika anwani juu ya bahasha.

mkulima, sisi, mtoto, walimu.

c. Watu
---- hawa wanatoka mbali.
Watu hawa wanatoka mbali.

ndege, eropleni, motokaa, mashine (s.).

d. pesa
Alipeleka ---- nchi ya mbali.
Alipeleka pesa nchi ya mbali.

mizigo, barua, vitu, mashine.

e. pesa
Hakuna ---- za kutosha.
Hakuna pesa za kutosha.

chakula, viti, karatasi, wanafunzi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 29

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe unakwenda kule posta?
2nd: Ndio, ninakwenda kununua stempu.

wale, ninyi, askari, vijana.

b. 1st: Stempu hiyo ni ya senti ngapi?
2nd: Hii ni ya shilingi mbili.

mkate, kalamu, karatasi (pl.), vikapu.

c. 1st: Ulitumia karatasi gani?
2nd: Nilitumia karatasi nyepesi.

kalamu, kikapu, mashine, mkuki.

d. 1st: Wewe utapeleka barua rejista?
2nd: Ndio, nitapeleka barua rejista.

ninyi, mgeni, rafiki, huyo.

e. 1st: Mama anakosa pesa?
2nd: Ndio, anakosa pesa.

ninyi, walimu, askari (s.), hawa.

5th PERIOD RECOMBINATION DRILL LESSON 29

Note: If facilities are available this period can be scheduled for a language lab session.

a. Barua ilifika salama?
Ndio, ilifika salama.

mtoto, eropleni, wageni, mvuvi.

b. Wakulima hawa wanaishi wapi?
Wanaishi nchi ya mbali.

watu, kijana, wanaume, Wakamba.

c. Mwenyeji alinunua vikapu?
La, alinunua nguo.

rafiki, baba, walinzi, wewe.

d. Kuna watu wangapi katika nyumba?
Kuna watu watano.

vikapu, kalamu, bahasha, karatasi.

e. Kuna chakula cha kutosha?
Hakuna chakula cha kutosha.

pesa, stempu, vyombo, samaki.

f. Ulipeleka barua ngapi jana?
Nilipeleka barua tatu.

kalamu, watoto, vitu, mikuki.

g. Mama yako anajua kusoma?
Ndio, hata kuandika.

rafiki, mtoto, wageni, mwanafunzi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Siku moja Juma alipata barua kutoka Nairobi. Mama aliandika kusema yeye ni mgonjwa na anakosa pesa. Juma anapenda mama yake na hivi aliandika barua yake haraka. Alitia pesa ndani ya bahasha na alituma barua rejista. Hivi barua itafika salama.

Alitaka barua kufika Nairobi upesi na hivyo alikwenda posta kununua stempu zaidi. Alipata stempu ya senti ishirini na tano, na alitia hizo juu ya bahasha. Sasa aliweza kupeleka barua kwa ndege. Kwa ndege barua itafika Nairobi kwa siku mbili. Aliandika barua kwa kalamu juu ya karatasi nyepesi. Halafu aliandika anwani juu ya bahasha.

Kule nchi ya mbali mama atapokea barua, ataona pesa ndani yake, atasoma habari ya mtoto wake Juma. Atafurahi sana kupata barua hiyo.

Step 2. Questions based on the above narration:

Nani aliandika barua kwa Juma?
Mama ya Juma anaishi wapi?
Mama ni mgonjwa?
Anakosa nini?
Juma aliandika barua yake upesi?

6th PERIOD SITUATIONAL APPLICATION LESSON 29

Alitia nini ndani ya bahasha?
Alipeleka barua kwa ndege?
Alitia stempu ya senti ngapi?
Alipeleka barua rejista?
Kwa njia hiyo barua itafika salama?

Aliandika barua kwa mashine?
Aliandika juu ya karatasi nzito?
Aliandika nini juu ya bahasha?
Kwa ndege barua itafika katika siku ngapi?
Mama atafurahi kupokea barua?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

I. Sound Feature

The initial /ŋ/ sound has been introduced in Lesson 25. Check up on this. In this lesson we learn that the nasal /ŋ/ combined with a hard /g/ can form an initial cluster, as in 'nguo' /ŋgúo/; 'ngozi' /ŋgózi/; 'ngoma' /ŋgóma/. This is not the case in English.

The initial N, frequently occuring as a prefix in N class forms, appears in this lesson forming the additional initial clusters not found in English: 'njia' /nǰía/; 'nje' /ńǰe/; and 'nchi' /ńči/. In the last two examples note that in these very short words the 'n' is syllabic and because of its penultimate position carries the stress.

II. Language Structure

The N class is introduced in this lesson. The group of nouns belonging to this class have the prefix N both in the singular and the plural. In English we have a very few instances where the singular and plural form are the same, as in: cattle, deer, fish, etc. The adjective also takes N as a concordial prefix.

Since N may be awkward to pronounce preceding a certain consonant, it will drop out before K, CH, T, S, N, F, P and H. To remember these letters try this mnemonic:-

King Charles The Second Never Fought Prince Henry.

The N is retained before D, G, J, Y, Z, and before a B, the NB changes to MB. Before a W the NW changes to MB, e.g. -wili > mbili. Before a vowel the N changes t o NY, e.g. nyumba, nyingi, nyeusi.

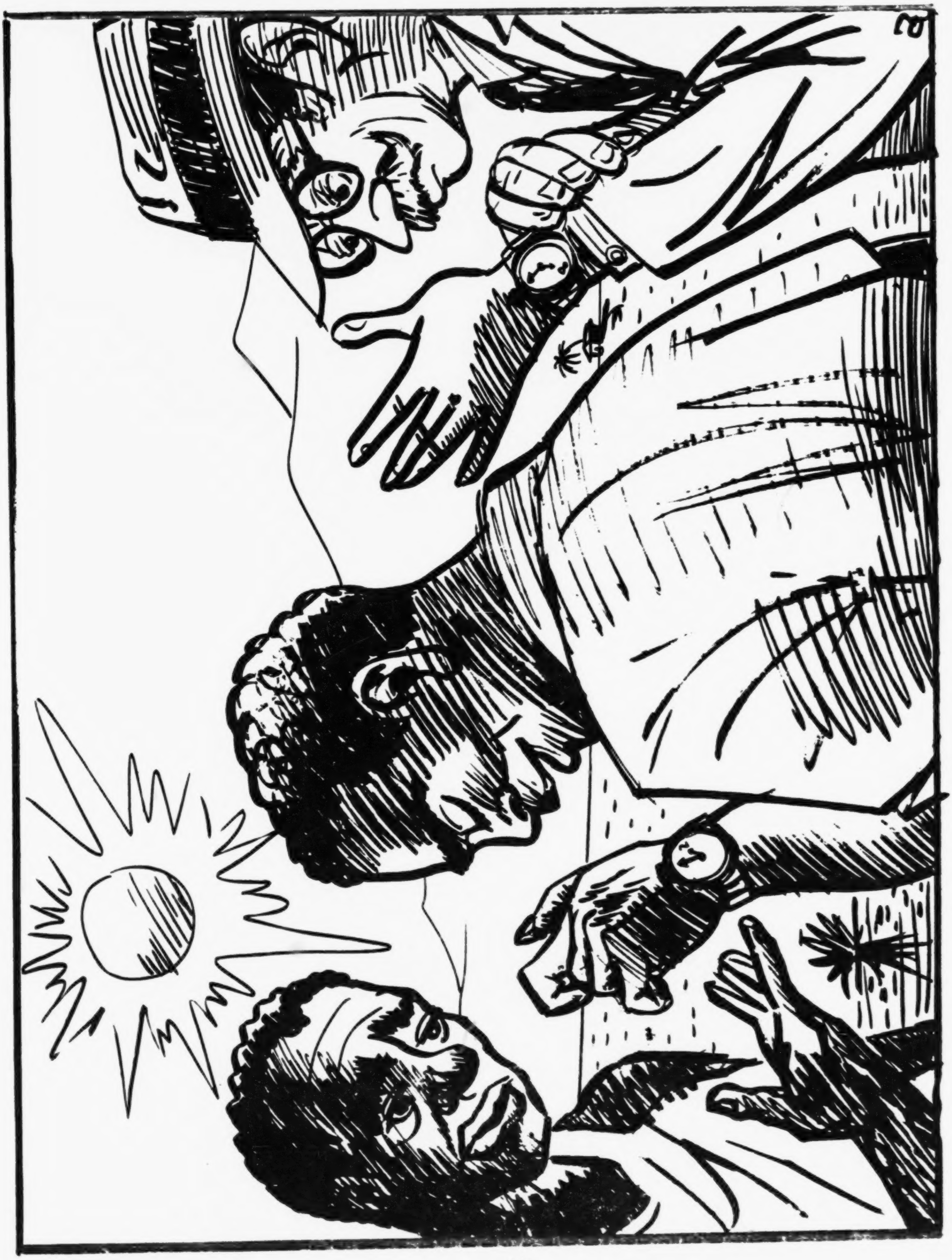
The pronouns are: 'i' (it), 'zi' (they). These are used as subject prefixes and with the demonstratives: hii (this), hizi (these); ile (that), zile (those).

Most words of foreign origin are conveniently grouped into the N class, e.g. motokaa, bunduki, chai, kahawa, keki, baisikeli, etc.

SWAHILI 12 WEEKS COURSE

LESSON 30

LESSON 30



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill in telling time.

   a. Saa moja asubuhi.
   Saa mbili asubuhi.
   Saa sita.
   Saa kumi jioni.
   Saa kumi na mbili jioni.

   b. Saa mbili usiku.
   Saa nne usiku.
   Usiku wa manane.
   Saa nane usiku.
   Saa kumi na moja usiku.

   c. Saa moja na nusu.
   Saa saba na nusu.
   Saa saba na robo.
   Saa tisa kasa robo.
   Saa tano kasa robo.

   d. Saa nne na dakika tano.
   Saa nane na dakika kumi.
   Saa kumi na dakika saba.
   Saa moja na dakika ishirini.
   Saa mbili kasa dakika tano.

   e. Saa ngapi sasa?
   Ni saa tatu na nusu.
   Ni saa ngapi sasa?
   Ni saa mbili asubuhi.
   Saa ngapi sasa?
   Ni saa kumi na robo jioni.

f. Unatazama saa?
   Ndio, ninatazama saa.
   Hii ni saa ya mkono?
   Ndio, ni saa ya mkono.
   Hii ni saa ya meza?
   Ndio, ni saa ya meza.

2. Miscellaneous drills referring to time.

a. Wapi saa yangu?
   Ni juu ya meza.
   Wapi saa ya mfuko?
   Ni mfukoni.
   Wapi saa ya meza?
   Ni mezani.

b. Utakuja saa ngapi?
   Nitakuja saa mbili.
   Utarudi saa ngapi?
   Nitarudi saa nne.
   Utakwenda saa ngapi?
   Nitakwenda saa moja.

c. Saa mbili mchana.
   Saa mbili usiku.
   Wakati wa mchana.
   Wakati wa usiku.
   Wakati wa asubuhi.
   Wakati wa jioni.

d. Baada ya saa sita.
   Baada ya saa kumi.
   Kabla ya saa mbili.
   Kabla ya saa tisa.
   Kama saa nane hivi.
   Kama saa kumi hivi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. What time is it now, Juma?

   It's eight A.M. now.

2. How do you know it's eight o'clock?

   Here I have a watch, I look at the watch.

3. The Africans follow the sun, is that right?

   Yes, they count time after sunrise.

4. When we say it is eight o'clock...

   The Africans will say it is two o'clock.

5. Thus there is a difference of 6 hours?

   Europeans start counting from midnight.

6. When do you eat breakfast?

   About quarter past seven.

7. And at twelve do you eat again?

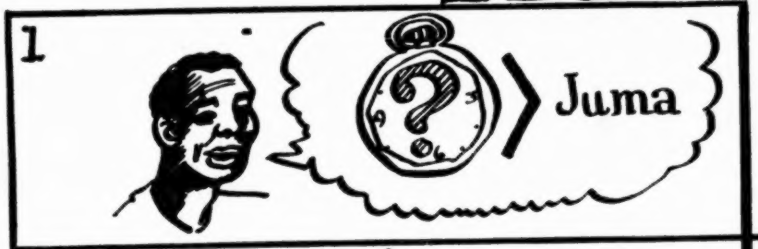
   I'll eat a little at half past twelve.

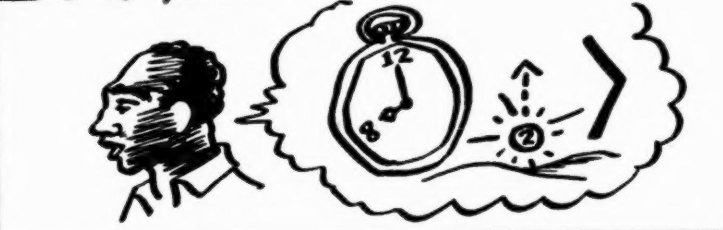
8. How many minutes are there in one hour?

   There are sixty minutes.

LESSON 30

1





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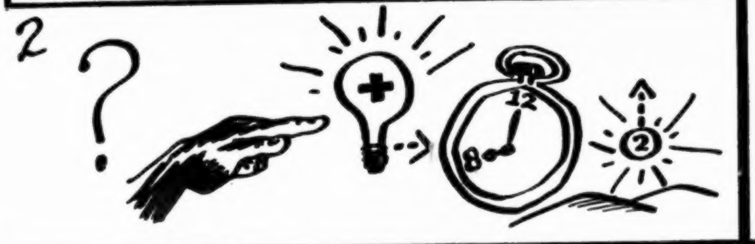

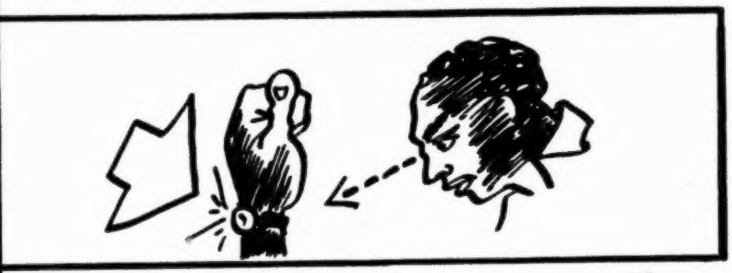

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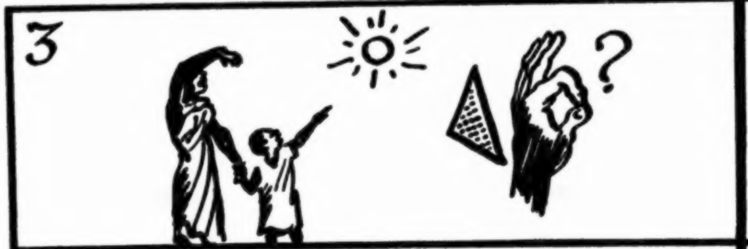

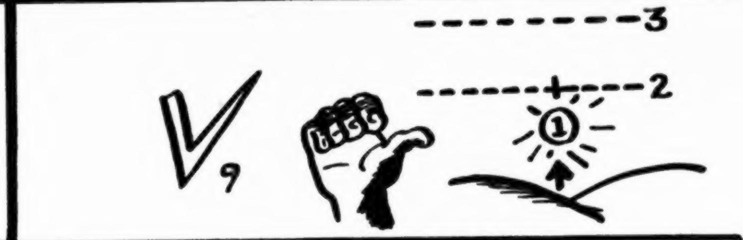

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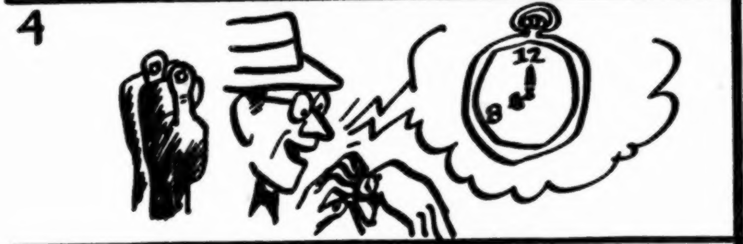

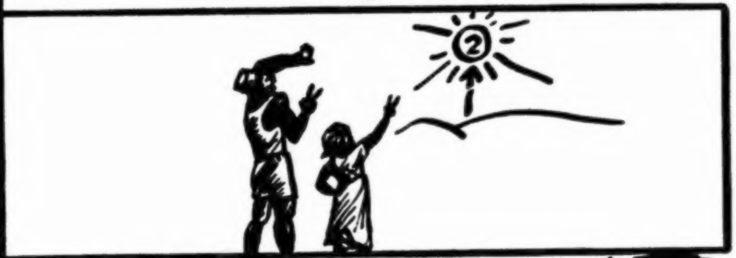

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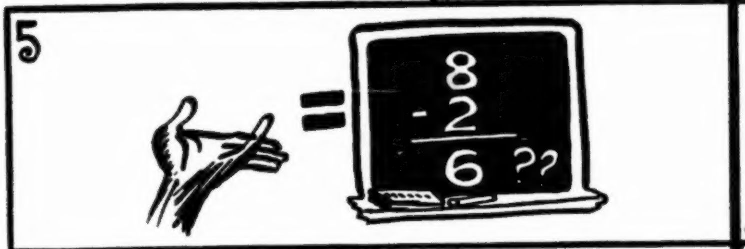

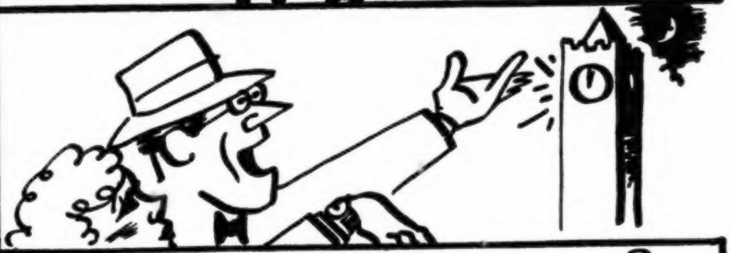

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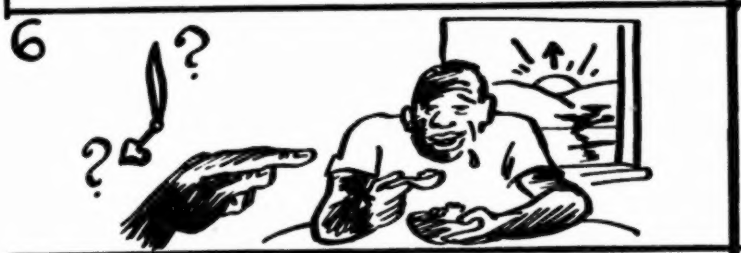

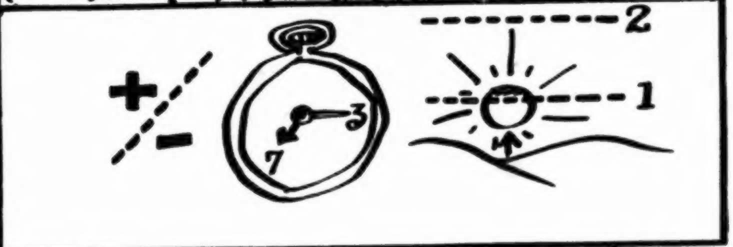

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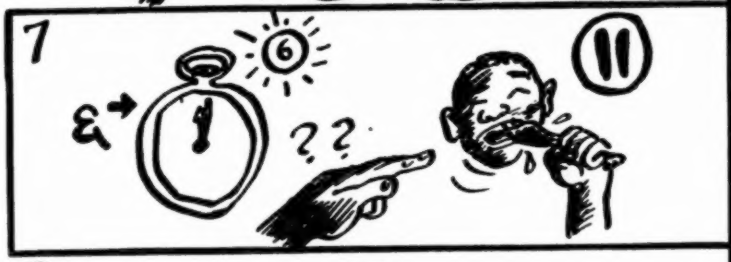

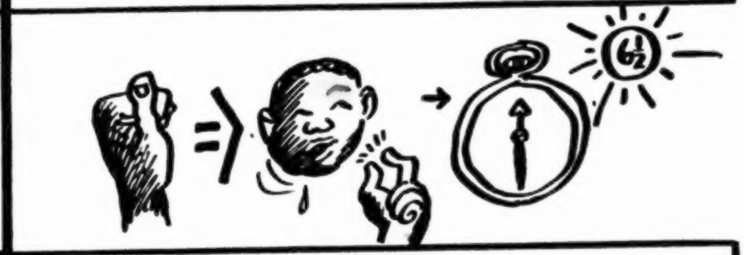

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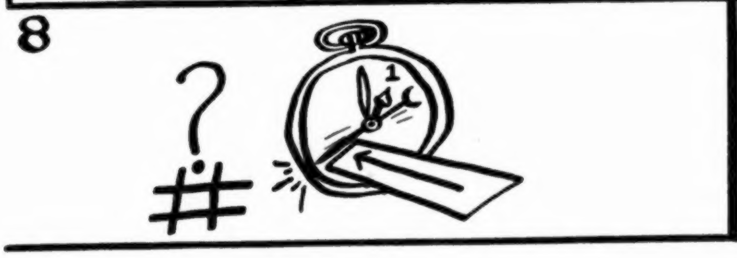
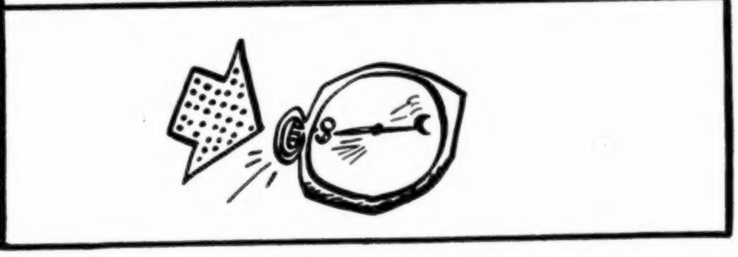




1. Saa ngapi sasa, Juma?

   Sasa ni saa mbili asubuhi.

2. Unajuaje ni saa mbili?

   Hapa nina saa, ninatazama saa.

3. Waafrika wanafuata jua, sivyo?

   Ndio, wanahesabu saa baada ya jua kutoka.

4. Wakati sisi tunasema ni saa nane...

   Waafrika watasema ni saa mbili.

5. Hivyo kuna tofauti ya saa sita?

   Wazungu wanahesabu kutoka saa sita usiku.

6. Chakula cha asubuhi unakula saa ngapi?

   Kama saa moja na robo.

7. Na saa sita utakula tena?

   Nitakula kidogo saa sita na nusu.

8. Kuna dakika ngapi kwa saa moja?

   Kuna dakika sitini.

Step 1.

1. Repetition Drill

a. Sasa ni saa mbili asubuhi.
   Sasa ni saa mbili asubuhi.

   tatu, nne, moja, kumi na mbili.

b. Juma anatazama saa yake.
   Juma anatazama saa yake.

   mimi, mkulima, walimu, wewe.

c. Waafrika wanafuata jua kuhesabu saa.
   Waafrika wanafuata jua kuhesabu saa.

   sisi, hao, mimi, ninyi.

d. Ninyi mnahesabu saa kutoka saa sita usiku.
   Ninyi mnahesabu saa kutoka saa sita usiku.

   hao, Wazungu, Mzungu, wewe.

e. Leo tutakula saa moja jioni.
   Leo tutakula saa moja jioni.

   jana, kesho, juzi, kesho kutwa.

f. Tutatumia saa nyingi kumaliza kazi.
   Tutatumia saa nyingi kumaliza kazi.

   dakika, nukta, siku, miaka.

2. Substitution Drill

a. mbili
   Nitaondoka saa ----- asubuhi.
   Nitaondoka saa mbili asubuhi.

   tatu, tano, nne, moja.

b. Alingoja
-------- pale na alitazama saa.
Alingoja pale na alitazama saa.

simama, keti, fika.

c. Wakulima
-------- watafuata jua kuhesabu saa.
Wakulima watafuata jua kuhesabu saa.

ninyi, wageni, Waafrika, mwenyeji.

d. robo.
Sasa ni saa nne na ----
Sasa ni saa nne na robo.

nusu, dakika kumi, kamili.

e. tatu
Saa ---- na dakika tano.
Saa tatu na dakika tano.

nne, kumi na moja, sita, kumi na mbili.

Step 2. *Language lab session (if applicable)*

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wewe utaondoka saa ngapi?
2nd: Nitaondoka saa kumi kasa robo.

ninyi, mvuvi, mwenyeji, Karanja.

b. 1st: Ninyi mmekula chakula cha asubuhi?
2nd: Bado, tutakula saa moja na robo.

Kipkemei, askari (pl.), daktari (s.).

c. 1st: Wewe unakula mara ngapi kwa siku?
2nd: Ninakula mara tatu.

mlinzi, ninyi, watoto, mwalimu.

d. 1st: Utatumia saa ngapi kufika kule?
2nd: Nitatumia saa tano.

dakika, siku, wiki.

e. 1st: Wewe utarudi saa ngapi?
2nd: Nitarudi saa mbili na nusu.

yeye, kijana, mvuvi, wakulima.

5th PERIOD RECOMBINATION DRILL LESSON 30

Note: If facilities are available this period can be scheduled for a language lab session.

a. Maina anavaa saa ya mkono?
Ndio, anavaa saa mkononi.

wewe, huyo, rafiki, Mswahili.

b. Barua zitafika lini?
Zitafika kesho jioni.

mizigo, vikapu, wageni, ninyi.

c. Watoto wanaingia skuli saa ngapi?
Wanaingia saa mbili kamili.

mwalimu, wewe, wakaguzi, mtoto.

d. Wewe utakunywa chai au kahawa?
Nitakunywa kahawa sasa.

ninyi, mkulima, daktari, rafiki.

e. Mtapumzika saa sita?
La, tutapumzika saa saba.

ondoka, lala, fika, ingia.

f. Nani alivunja saa?
Yusufu alivunja saa.

chukua, iba, nunua, peleka.

g. Ulitumia saa ngapi kuandika barua?
Nilitumia nusu saa.

kupeleka, kusoma, kutafuta.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma aliamka asubuhi na alikwenda kazini. Kule rafiki yake aliuliza: "Je, Juma! Saa ngapi sasa?" Juma aliangalia saa yake juu ya mkono na alisema, ni saa mbili. Huyo alikuwa Mswahili. Sasa anasema na Mwingereza na yeye anasema ni saa nane.

Rafiki huyo alitambua ya kwamba kuna tofauti ya saa sita katika kuhesabu saa. Waafrika wanahesabu saa baada ya jua kutoka asubuhi, na Wazungu kutoka usiku wa manane.

Juma anakula chakula cha asubuhi saa moja. Halafu anakwenda kazini saa mbili na nusu. Saa sita na robo anapata ruhusa kwa chakula cha saa sita. Saa kumi na nusu jioni anarudi nyumbani. Anapumzika kidogo kabla ya chakula cha jioni. Baadaye anakwenda kulala saa nne usiku.

Step 2. Questions based on the above narration:

Juma alikwenda wapi asubuhi?
Rafiki alitaka kujua nini?
Juma aliangalia nini?
Mwingereza alisema nini?
Rafiki alitambua nini?

Waafrika wanahesabu saa kutoka lini?
Wazungu wanahesabu saa kwa njia gani?
Juma anakula saa ngapi asubuhi?
Anakwenda kazini saa ngapi?
Anapata ruhusa saa ngapi wakati wa saa sita?

Anarudi lini nyumbani?
Kule atafanya nini kwanza?
Baada ya kupumzika atakula tena?
Halafu anafanya nini?
Atalala saa ngapi usiku?

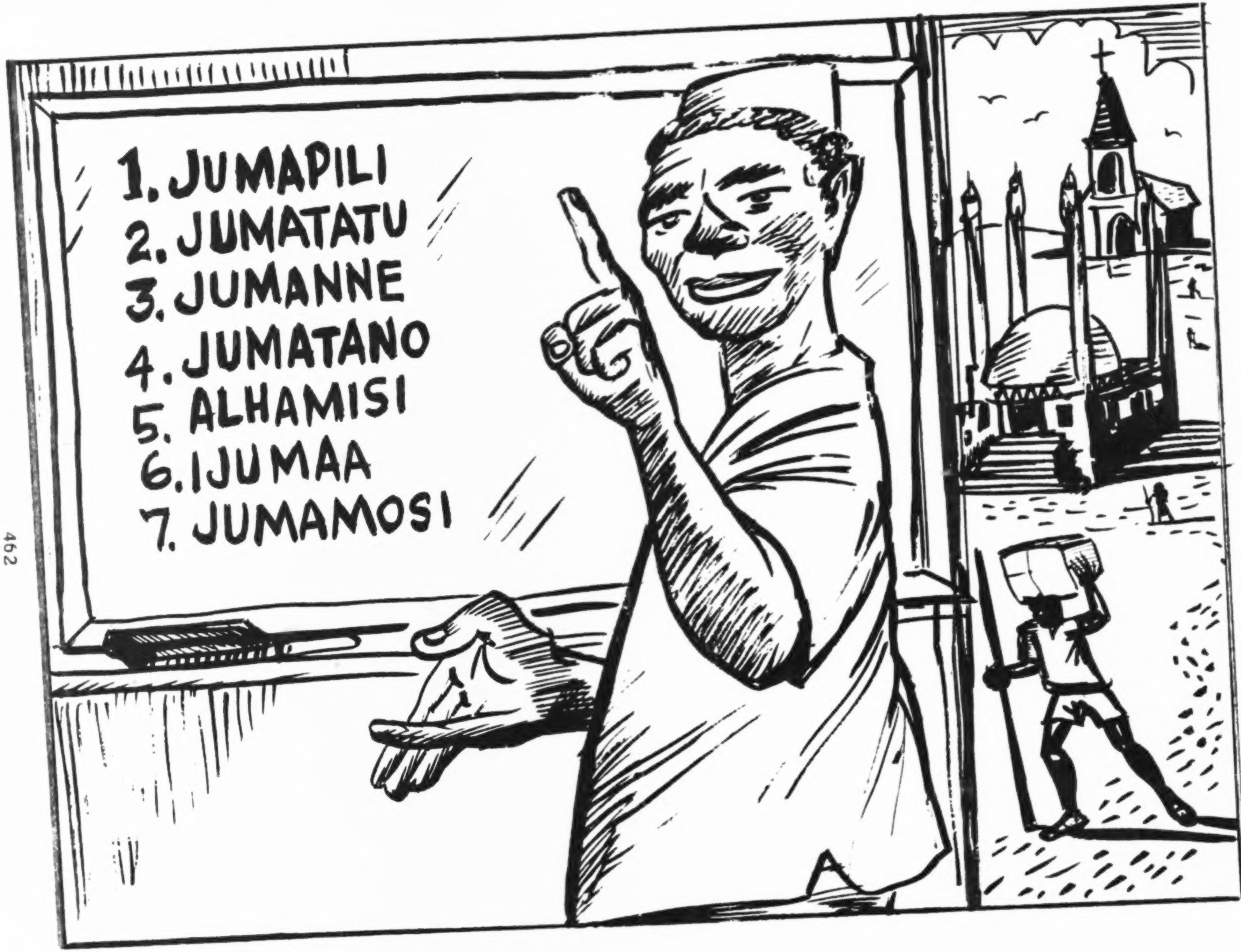
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 31

LESSON 31


1. JUMAPILI
2. JUMATATU
3. JUMANNE
4. JUMATANO
5. ALHAMISI
6. IJUMAA
7. JUMAMOSI

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills relating to the calendar.

a. Siku chache.
Siku nyingi.
Siku ya kwanza.
Siku ya pili.
Siku ya tatu.
Siku ya mwisho.

b. Sikukuu.
Sikukuu ya Wakristo.
Ni siku ya Jumapili.
Sikukuu ya Waislamu.
Ni siku ya Ijumaa.
Tutataja siku za juma.

c. Siku ya kwanza katika wiki.
Kwa Waislamu ni Ijumaa.
Ijumaa ni siku ya kwanza.
Kwa kalenda ya Waislamu.
Ijumaa ni siku ya kwanza.
Ijumaa ni sikukuu.

d. Siku ya kwanza katika wiki.
Kwa Wakristo ni Jumapili.
Jumapili ni siku ya kwanza.
Kwa kalenda ya Kikristo.
Kwa kufuata kalenda yetu.
Jumapili ni sikukuu.

e. Kufuata Ijumaa ni Jumamosi.
Kufuata Jumamosi ni Jumapili.
Kufuata Jumapili ni Jumatatu.
Kufuata Jumatatu ni Jumanne.
Kufuata Jumanne ni Jumatano.
Kufuata Jumatano ni Alhamisi.

f. Alhamisi ni siku kabla ya Ijumaa.
Jumamosi ni siku baada ya Ijumaa.
Jumapili inafuata Jumamosi.
Jumapili ni sikukuu.
Wakristo wanaabudu Mungu siku hiyo.
Ijumaa ni sikukuu.
Waislamu wanaabudu Mungu siku hiyo.

2. Drills relating to time.

a. Siku hii.
Siku ile.
Siku hizi.
Siku zile.
Siku kutwa.
Siku zote.
Siku nzima.

b. Saa hii.
Saa ile.
Saa hizi.
Saa zile.
Saa nzima.
Saa zote.
Saa tatu kutwa.

c. Nilinunua saa.
Niliangalia saa.
Ninavaa saa.
Ninavaa saa mkononi.
Ninavaa saa mfukoni.
Ninafuata saa.
Ninaona saa.

d. Hii ni saa yangu.
Hii ni saa yako.
Ile ni saa yake.
Hizi ni saa zetu.
Zile ni saa zenu.
Zile ni saa zao.
Hizi ni saa za askari.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. What day is it today?

   Today is Monday.

2. How many days are there in a week?

   There are seven days in a week.

3. How do the Swahili's name the days of the week?

   They begin with Friday as the first day.

4. Is that a great day (holiday) for the Swahili's?

   It is the chief day to the Muslims.

5. Are they worshipping God on that day?

   Yes, and Christians worship on Sunday.

6. The work days are from Monday to Saturday.

   Yes, except to the Muslims.

7. Will you travel tomorrow, Tuesday?

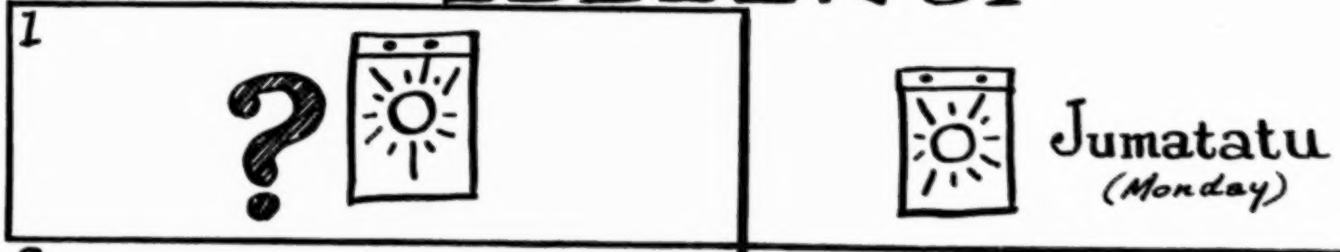
   No, I'll travel day after tomorrow, Wednesday.

8. Will you come back after a few days?

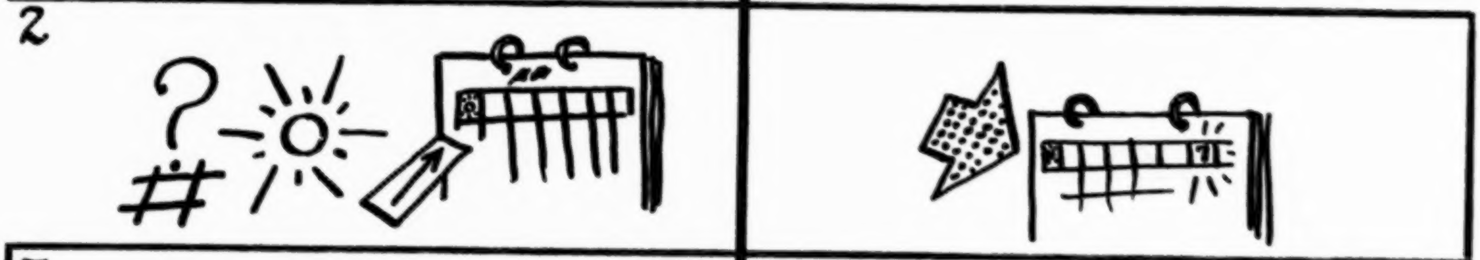
   I'll come back on Thursday.

LESSON 31

1


Jumatatu
(Monday)

2



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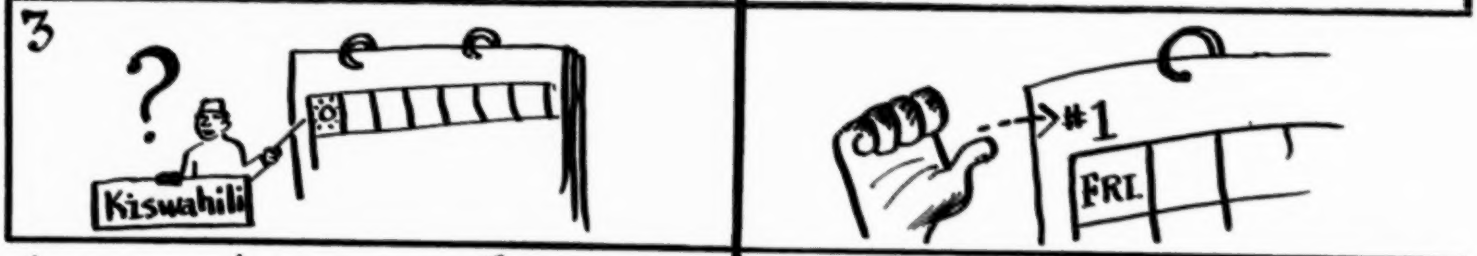
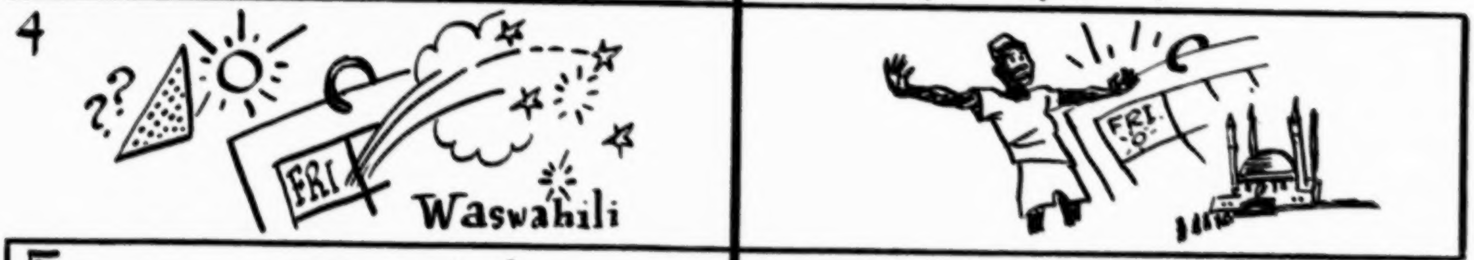
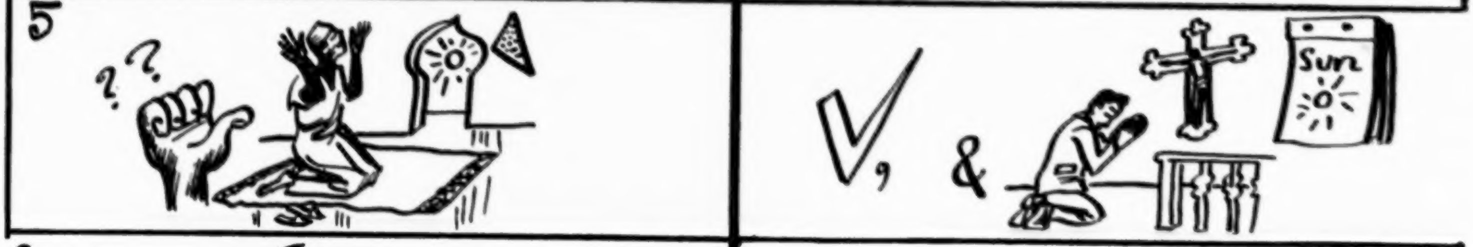

Kiswahili
#1
FRI.

4


FRI.
Waswahili
FRI.

5



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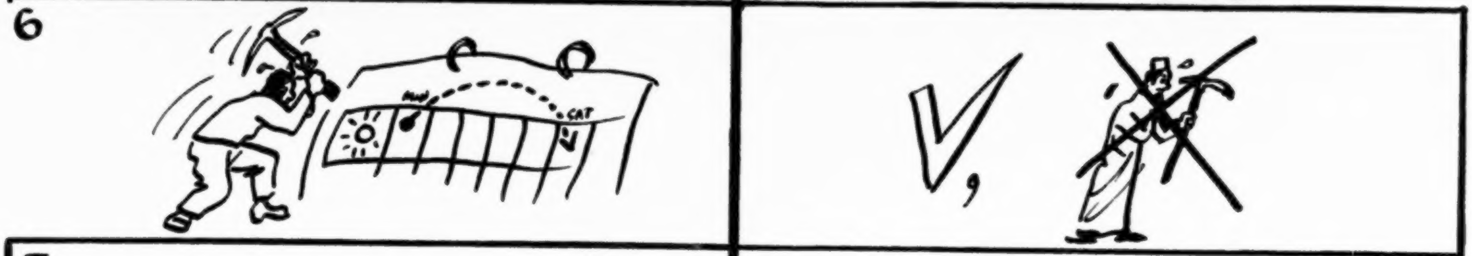

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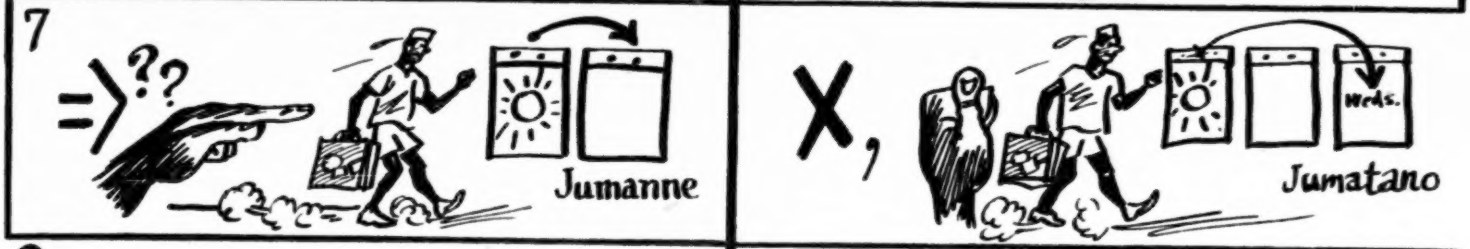
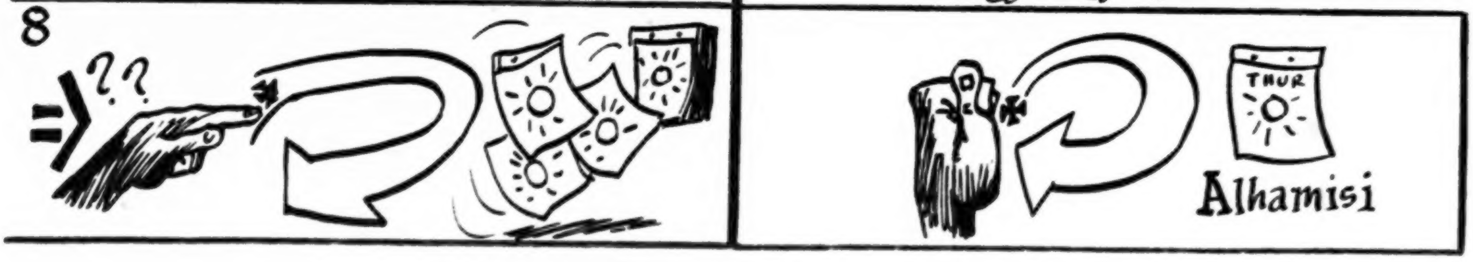

Jumanne
X,
Weds.
Jumatano

8


THUR
Alhamisi

1. Leo ni siku gani?

   Leo ni Jumatatu, siku ya kazi.

2. Kuna siku ngapi katika juma (wiki)?

   Kuna siku saba kwa kalenda yetu.

3. Waswahili wanataja siku za juma?

   Ndio, wanaanza na Ijumaa, siku ya kwanza.

4. Hiyo ni sikukuu kwa Waswahili?

   Ni sikukuu kwa Waislamu.

5. Wao wanaabudu Mungu siku hiyo?

   Ndio, na Wakristo wanaabudu Jumapili.

6. Siku za kazi ni kutoka Jumatatu hata Jumamosi?

   Ndio, ila kwa Waislamu.

7. Utasafiri kesho siku ya Jumanne?

   La, nitasafiri kesho kutwa, Jumatano.

8. Utarudi baada ya siku chache?

   Nitarudi siku ya Alhamisi.

Step 1.

1. Repetition Drill

a. Leo ni Jumatatu.
Leo ni Jumatatu.

Jumanne, Jumatano, Jumapili, Jumamosi.

b. Tunafanya kazi siku tano kwa wiki.
Tunafanya kazi siku tano kwa wiki.

sita, saba, mbili, tatu, nne.

c. Waswahili wanahesabu siku kutoka Ijumaa.
Waswahili wanahesabu siku kutoka Ijumaa.

sisi, hapa, yeye, ninyi.

d. Waislamu wanaabudu Ijumaa.
Waislamu wanaabudu Ijumaa.

sisi, hao, Isa, wewe.

e. Jumatatu ni siku ya kazi.
Jumatatu ni siku ya kazi.

leo, kesho, Alhamisi, Jumamosi.

f. Leo ni sikukuu kwa wote.
Leo ni sikukuu kwa wote.

kesho, Jumapili, kesho kutwa, Jumanne.

2. Substitution Drill

a. Jumatatu
-------- ni sikukuu.
Jumatatu ni sikukuu.

Alhamisi, Ijumaa, Jumapili, Jumamosi.

b. kesho

Tutaondoka ----- na tutafika kesho kutwa.
Tutaondoka kesho na tutafika kesho kutwa.

jioni, asubuhi, mapema, sasa.

c. Wanaabudu

--------- siku ya Jumapili.
Wanaabudu siku ya Jumapili.

pumzika, fanya kazi, cheza, lima.

d. wiki

Tutamaliza kazi ---- hii.
Tutamaliza kazi wiki hii.

siku, mwezi, mwaka, saa.

e. siku

Nitarudi baada ya ---- chache.
Nitarudi baada ya siku chache.

miezi, wiki, saa, dakika.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 31

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Leo ni siku gani?
2nd: Leo ni Jumapili.

kesho, kesho kutwa

b. 1st: Utakaa kule siku ngapi?
2nd: Nitakaa kule siku nne.

hapa, nyumbani, hospitali, Nairobi.

c. 1st: Kuna siku ngapi katika wiki?
2nd: Kuna siku saba.

mwezi huu, mwaka huu.

d. 1st: Wanaabudu siku gani?
2nd: Wanaabudu Ijumaa.

pumzika, fanya kazi, shindana, kwenda skuli.

e. 1st: Utasafiri kesho?
2nd: La, nitasafiri leo.

kesho kutwa, Jumapili, Alhamisi, Ijumaa.

5th PERIOD RECOMBINATION DRILL LESSON 31

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wewe utarudi siku gani?
Nitarudi kesho.

Hao, Juma, watoto, ninyi.

b. Waislamu watapumzika Jumapili?
Watapumzika Ijumaa.

Wamasai, Mswahili, kijana, mama.

c. Mvuvi atavua samaki kesho?
La, atavua samaki Jumamosi.

ninyi, Waswahili, mtoto, wanaume.

d. Ninyi mtahudhuria mashindano yetu?
La, tuna kazi nyingi siku hiyo.

wewe, wakulima, daktari, wenyeji.

e. Mlifanya kazi jana?
Ndio, tulifanya kazi mchana kutwa.

Jumapili, Alhamisi, Ijumaa, Jumamosi.

f. Mtamaliza kazi saa ngapi?
Tutamaliza saa tatu usiku.

anza, fanya, acha.

g. Leo ni siku ya soko?
La, siku ya soko ni Jumatano.

kupumzika, kufanya hazi, kuabudu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wiki moja ina siku saba. Kila siku ina jina. Waislamu wanaanza kuhesabu na siku ya Ijumaa. Kwa Waislamu hii ni siku kubwa, ni sikukuu yao. Siku hiyo wanakwenda kuabudu Mungu. Wakristo wanaabudu Mungu siku ya Jumapili.

Siku ya Jumatatu watu wote wanakwenda kazini. Wanaendelea na kazi kila siku hata Jumamosi. Labda wengine watatoka kazini saa sita siku ya Jumamosi.

Hivi tunaona katika kutaja siku tunafuata kalenda ya Waislamu. Wiki yao inaanzia na Ijumaa. Jumamosi ni siku ya kwanza kufuata Ijumaa, Jumapili siku ya pili, Jumatatu siku ya tatu, na hivyo. Siku kabla ya Ijumaa ni Alhamisi. Ali atarudi safarini siku hiyo. Alisafiri siku ya Jumanne.

Step 2. Questions based on the above narration:

Kuna siku ngapi katika juma?
Kila siku ina jina lake?
Ijumaa ni siku kubwa kwa Waislamu?
Wanafanya nini siku hiyo?
Sikukuu ya Wakristo ni siku gani?

Watu wanakwenda kazini siku gani?
Wanaendelea siku za kazi hata lini?
Wakristo wanapumzika siku gani?
Waislamu watafanya kazi Ijumaa?
Wiki ya Waislamu inaanzia siku gani?

Tunafuata kalenda ya Waislamu?
Jumapili ni siku ya ngapi katika kalenda ya Kikristo?
Siku gani inafuata Jumatano?
Ali alikwenda lini safarini?
Na atarudi siku gani?

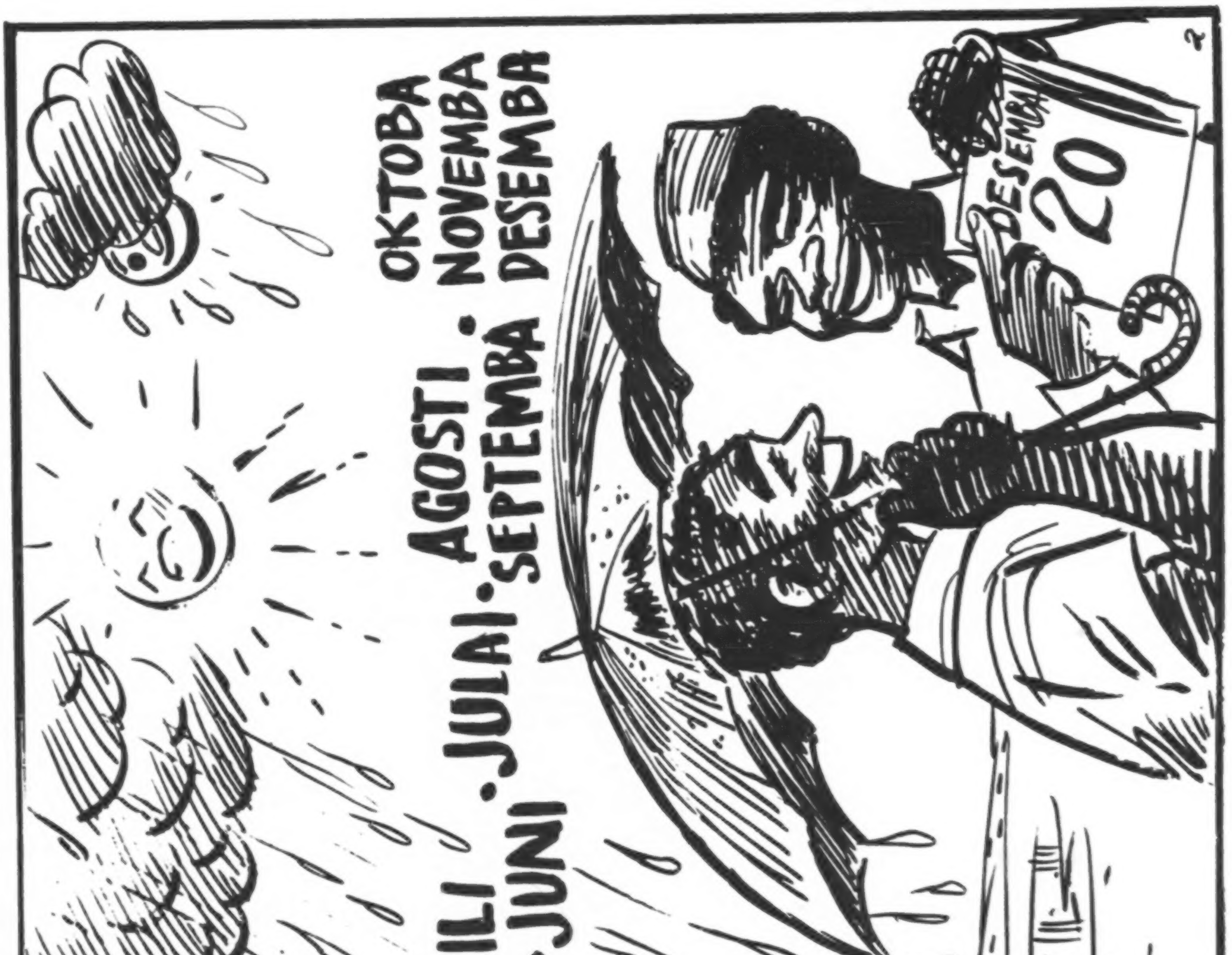
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 32

LESSON 32


JANUARI · MACHI · APRILI · JULAI · AGOSTI · OKTOBA
FEBRUARI · MEI · JUNI · SEPTEMBA · NOVEMBA
DESEMBA
DESEMBA
20

1st PERIOD — PERCEPTION DRILL — LESSON 32

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills on dates and months.

a. Mwezi wa Januari.
Mwezi wa Februari.
Mwezi wa Machi.
Mwezi wa Aprili.
Mwezi wa Mei.
Mwezi wa Juni.

b. Mwezi wa Julai.
Mwezi wa Agosti.
Mwezi wa Septemba.
Mwezi wa Oktoba.
Mwezi wa Novemba.
Mwezi wa Desemba.

c. Mwezi huu.
Mwezi ule.
Miezi hii.
Miezi ile.
Mwaka huu.
Mwaka ule.

d. Majira ya joto.
Majira ya baridi.
Majira ya mvua.
Majira ya vuli.
Majira ya masika.
Majira ya Krismasi.

e. Tarehe gani leo?
Leo ni tarehe gani?
Ni tarehe ishirini.
Ni tarehe kumi na mbili.
Utasafiri tarehe gani?
Nitasafiri tarehe kumi.

f. Majina ya Kiingereza.
Majina ya Kizungu.
Majina ya Kiswahili.
Kalenda ya Kizungu.
Kalenda ya Kikristo.
Kalenda ya Kiislamu.

2. Drills relating to time.

a. Saa moja.
Saa moja na robo.
Saa moja kasa robo.
Saa moja na nusu.
Saa moja na dakika tano.

b. Saa moja ina dakika ngapi?
Kuna dakika ngapi katika saa moja?
Katika saa moja kuna dakika sitini.
Katika nusu saa kuna dakika thelasini.
Katika robo saa kuna dakika kumi na tano.

c. Mwezi mmoja una siku ngapi?
Una siku thelasini.
Mwezi una wiki ngapi?
Mwezi una wiki nne.
Mwaka una miezi mingapi?
Mwaka una miezi kumi na miwili.

d. Mwaka una wiki ngapi?
Mwaka una wiki hamsini na mbili.
Wiki moja ina siku ngapi?
Wiki ina siku saba.
Kuna siku ngapi katika juma?
Kuna siku saba katika juma.

e. Sasa ni saa tatu na nusu.
Ni saa tatu asubuhi.
Ni saa tatu usiku.
Ni saa sita sasa.
Saa nne mchana.
Saa nne usiku.

f. Leo asubuhi, saa mbili.
Leo saa sita.
Kesho asubuhi, saa moja.
Kesho jioni, saa kumi na moja.
Jana jioni, saa kumi na nusu.
Jana asubuhi, saa moja na robo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 32

1. How many months are there in a year?

   There are 12 months.

2. Are the months named like in English?

   They are very close to the English.

3. When does it rain there in Tanganyika?

   The big rainy season is in April, May and June.

4. Does it rain only during that season?

   No, it rains a little in the small rainy season.

5. Is the small rainy season in October and November?

   Yes, and the hot months are January and February in particular.

6. The coldest months are in June and July?

   Yes, and in August and September it is very nice.

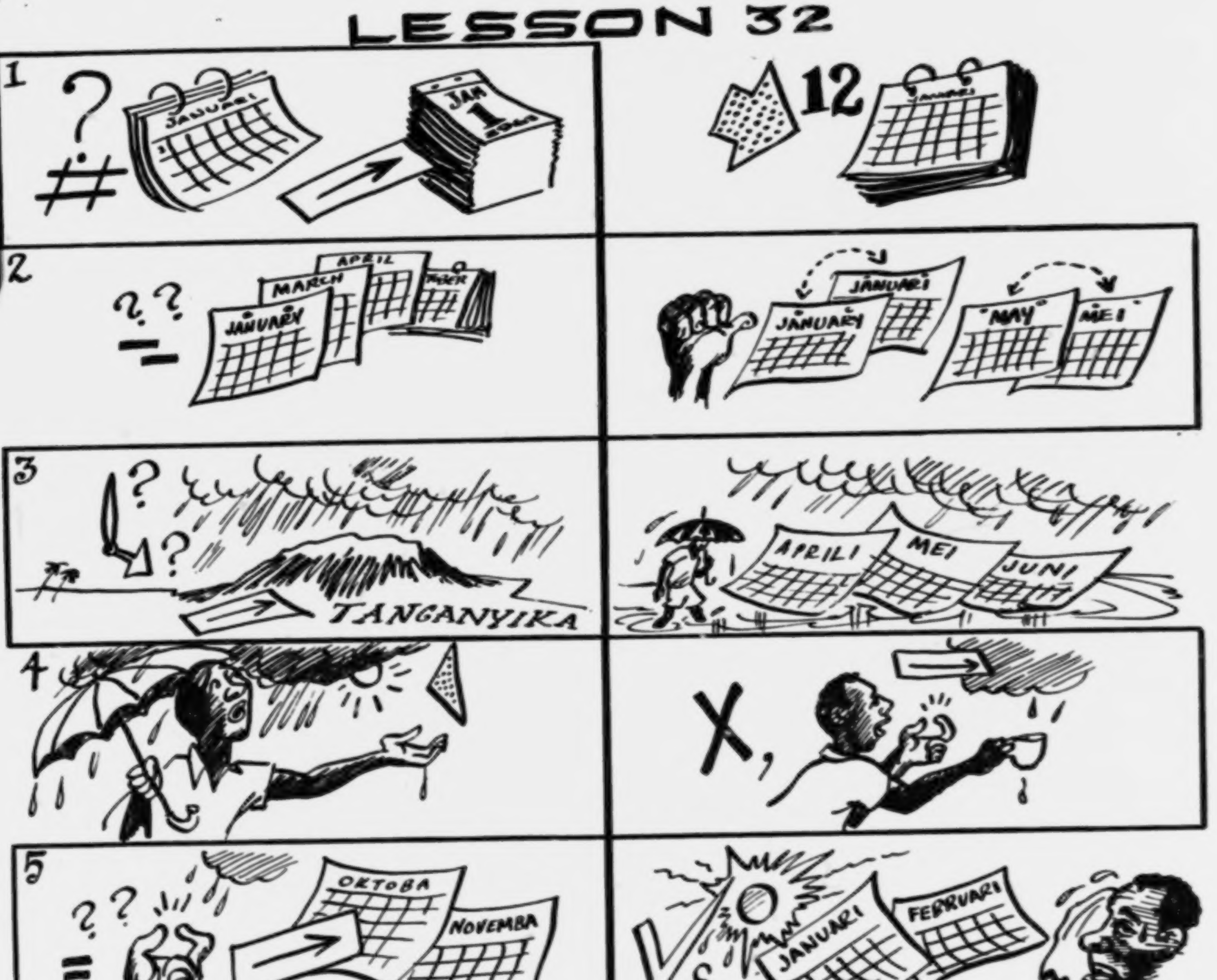
7. On what date are you travelling?

   I'll travel on the 10th of March.

8. What date is it today?

   Today is the 20th of December.

LESSON 32


1
?
#
JANUARI
JAN 1
12
JANUARI
2
?? =
MARCH
APRIL
JANUARY
JANUARI
MAY
MEI
3
?
?
TANGANYIKA
APRILI
MEI
JUNI
4
5
X,
??
=
OKTOBA
NOVEMBA
JANUARI
FEBRUARI
&
6
??
JUNI
JULAI
AGOSTI
SEPTEMBA
&
7
?
MACHI
10
8
?
=
Desemba
20

1. Katika mwaka kuna miezi mingapi?
Kuna miezi kumi na miwili.

2. Majina ya miezi ni kama ya Kiingereza?
Ni karibu sawa na ya Kiingereza.

3. Kule Tanganyika mvua inanyesha lini?
Majira ya masika ni miezi ya Aprili, Mei, na Juni.

4. Mvua inanyesha katika majira hayo tu?
La, katika vuli kuna mvua kidogo.

5. Majira ya vuli ni Oktoba na Novemba?
Ndio, na miezi ya joto ni Januari na Februari hasa.

6. Miezi ya baridi zaidi ni Juni na Julai?
Ndio, na Agosti na Septemba kuna hali nzuri.

7. Utasafiri tarehe gani?
Nitasafiri tarehe kumi mwezi wa Machi.

8. Leo ni tarehe gani?
Leo ni tarehe ishirini, mwezi wa Desemba.

Step 1.

1. Repetition Drill

a. Tutakaa hapa kwa miezi sita.
Tutakaa hapa kwa miezi sita.

miaka, wiki, siku, saa.

b. Juni ni mwezi wa baridi.
Juni ni mwezi wa baridi.

Septemba, Julai, huu, Desemba.

c. Huo ni mwezi wa mvua.
Huo ni mwezi wa mvua.

Novemba, Agosti, Machi, Mei.

d. Januari na Februari ni miezi ya joto.
Januari na Februari ni miezi ya joto.

mvua, baridi, kazi nyingi.

e. Hali ni nzuri siku hizi.
Hali ni nzuri siku hizi.

miezi, wiki.

f. Nitasafiri tarehe kumi, mwezi wa Mei.
Nitasafiri tarehe kumi, mwezi wa Mei.

rudi, fika, ondoka.

2. Substitution Drill

a. baridi
Mwezi huu kuna ------ nyingi.
Mwezi huu kuna baridi nyingi.

joto, mvua.

b. mitatu.

Alikaa kule miezi ------

Alikaa kule miezi mitatu.

-ingi, -nne, sita, -moja.

c. Tutasafiri

---------- kwa mwezi mmoja.

Tutasafiri kwa mwezi mmoja.

fanya kazi, soma, pigana.

d. Waliongea

--------- kwa saa nyingi.

Waliongea kwa saa nyingi.

safiri, cheza, soma, pumzika.

e. Juni

Mwezi wa ---- kuna mvua.

Mwezi wa Juni kuna mvua.

Julai, Agosti, Septemba, Desemba.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 32

Step 1. Sound production drills. 5-10 min. Phonological target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Huu ni mwezi wa Januari?
2nd: La, ni mwezi wa Desemba.

Agosti, Juni, Februari, Machi.

b. 1st: Tunaingia katika mwezi wa joto?
2nd: La, tunaingia katika mwezi wa mvua.

siku, wiki.

c. 1st: Mtoto huyu ana umri gani?
2nd: Ana umri wa miezi kumi na mmoja.

mnyama, mbwa, ng'ombe, swala.

d. 1st: Kuna miezi mingapi katika mwaka?
2nd: Kuna miezi kumi na miwili.

siku, wiki.

e. 1st: Watarudi mwezi gani?
2nd: Watarudi mwezi wa Mei.

ondoka, shambulia, shindana.

5th PERIOD RECOMBINATION DRILL LESSON 32

Note: If facilities are available this period can be scheduled for a language lab session.

a. Sisi tutapata mvua mwezi gani?
Tutapata mvua mwezi wa Februari.

ninyi, Watanganyika, kule.

b. Askari watahama lini?
Watahama mwezi wa Aprili.

Hao, wewe, vijana, mvuvi.

c. Utarudi tarehe gani?
Nitarudi tarehe tano mwezi wa Oktoba.

kwenda, pumzika, anza kazi, safiri.

d. Mnapata mvua miezi mingapi kwa mwaka?
Tunapata mvua miezi mitatu.

ruhusa, joto.

e. Utaondoka saa ngapi?
Nitaondoka saa sita kamili.

lala, kula, amka, pumzika.

f. Hii ni saa yako?
La, ni ya Karanja.

mkuki, mikeka, kiti, vitabu.

g. Kijana huyo anapendeza?
Ndio, anapendeza sana.

mti, mishale, vikapu, kikombe.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Katika mwaka kuna miezi kumi na miwili. Kila mwezi una jina, na kwa Kiswahili jina ni karibu sawa na jina la Kiingereza. Katika kalenda Waafrika wanafuata kalenda yetu.

Majira ya Afrika ya Mashariki ni tofauti na majira hapa Amerika. Kule mvua inanyesha zaidi katika miezi ya Aprili, Mei na Juni, ndiyo majira ya masika. Kabla ya masika kuna majira ya joto katika miezi ya Januari na Februari. Lakini miezi ya Juni na Julai kuna baridi sana.

Miezi ya Agosti na Septemba kuna hali nzuri. Hakuna joto kubwa wala baridi. Watu wengi wanakwenda shambani kuvuna wakati huo. Katika miezi ya Oktoba, Novemba, na labda hata Desemba, mvua inaweza kunyesha kidogo. Ni majira ya vuli. Mwezi wa Desemba tuna sikukuu yetu kubwa ya Krismasi.

Step 2. Questions based on the above narration:

Kuna miezi mingapi katika mwaka?
Majina ya miezi ni karibu sawa na ya Kiingereza?
Waafrika wanafuata kalenda yetu?

Kule Afrika majira ni tofauti na hapa?
Tanganyika ni Afrika ya Mashariki?

Majira ya masika ni miezi gani?
Majira ya joto ni baada ya masika?
Hali ya baridi zaidi ni miezi gani?
Majira ya joto ni miezi gani?
Mvua inanyesha zaidi miezi gani?

Tutapata hali nzuri mwezi wa Agosti?
Kuna joto kubwa mwezi wa Septemba?
Watu wanafanya nini shambani miezi hiyo?
Tutapata mvua kidogo mwezi wa Novemba?
Sikukuu kubwa ya Krismasi ni lini?

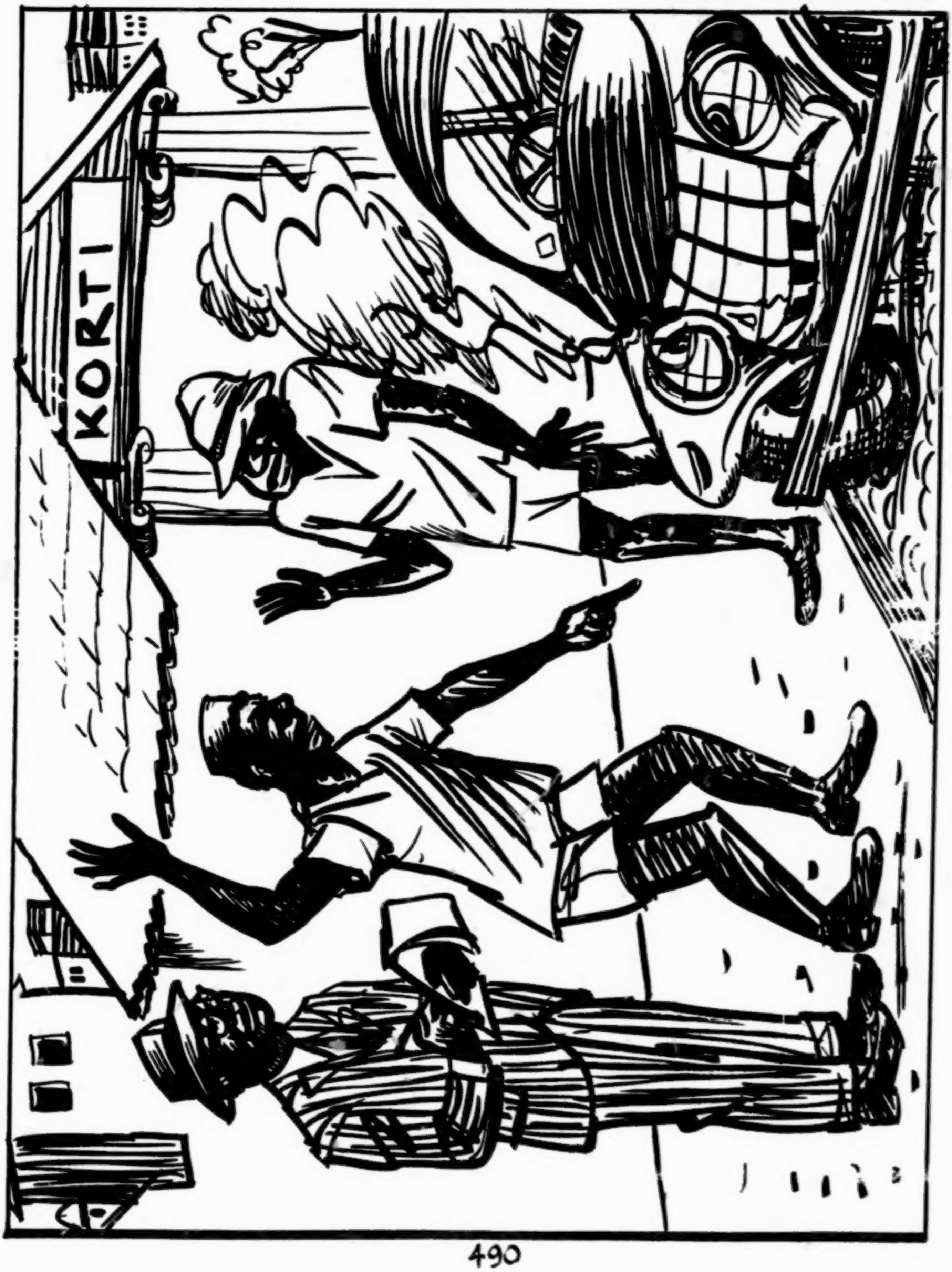
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 33

LESSON 33



1st PERIOD PERCEPTION DRILL LESSON 33

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on object prefixes.

a. Ni (me)

Aliniona
Aliniambia
Aliniuzia
Aliniuliza
Alinitoza
Alinipa

b. ku (you)

Nilikuambia
Nilikuuliza
Nilikupa
Nilikufuata
Nilikuamini
Nilikudai

c. m (him, her)

Nitamwona
Nitamwambia
Nitamkopesha
Nitampa
Nitamhoji
Nitamwuliza

d. tu (us)

Utatuonyesha
Utatufuata
Utatusaidia
Utatufukuza
Utatuinua
Utatujaribu

e. wa (you) pl. often used with suffix '-ni'

Amewalisha ninyi > amewalisheni
Amewapendeza ninyi > amewapendezeni
Amewaruhusu ninyi > amewaruhusuni
Amewashinda ninyi > amewashindeni
Amewasukuma ninyi > amewasukumeni
Amewatambua ninyi > amewatambueni

f. wa (them)

Tuliwapa
Tuliwatambua
Tuliwataja
Tuliwatunza
Tuliwatayarisha

2. Drill on the relative of time, PO.

a. Niliporudi
Nilipokuja
Niliposafiri
Nilipokwenda
Nilipoamka

b. Alipoandika
Aliposoma
Alipopeleka
Alipocheza
Alipofanya kazi

c. Ulipompa
Ulipomsaidia
Ulipomwona
Ulipomwuliza
Ulipomdai
Ulipomwamini

d. Watakapomhoji
Watakapompiga
Watakapomhukumu
Watakaponiuzia
Watakaponitoza
Watakaponiambia

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 33

1. Did Omari cheat you when he sold you the car?
Yes, now I am demanding my money.

2. What did the lawyer ask you when you went to him?
He asked me about the agreement concerning the car.

3. Will he accuse him in court?
He will take the case to court on Tuesday.

4. Did you (pl.) get many witnesses?
Yes, the judge will cross examine them all.

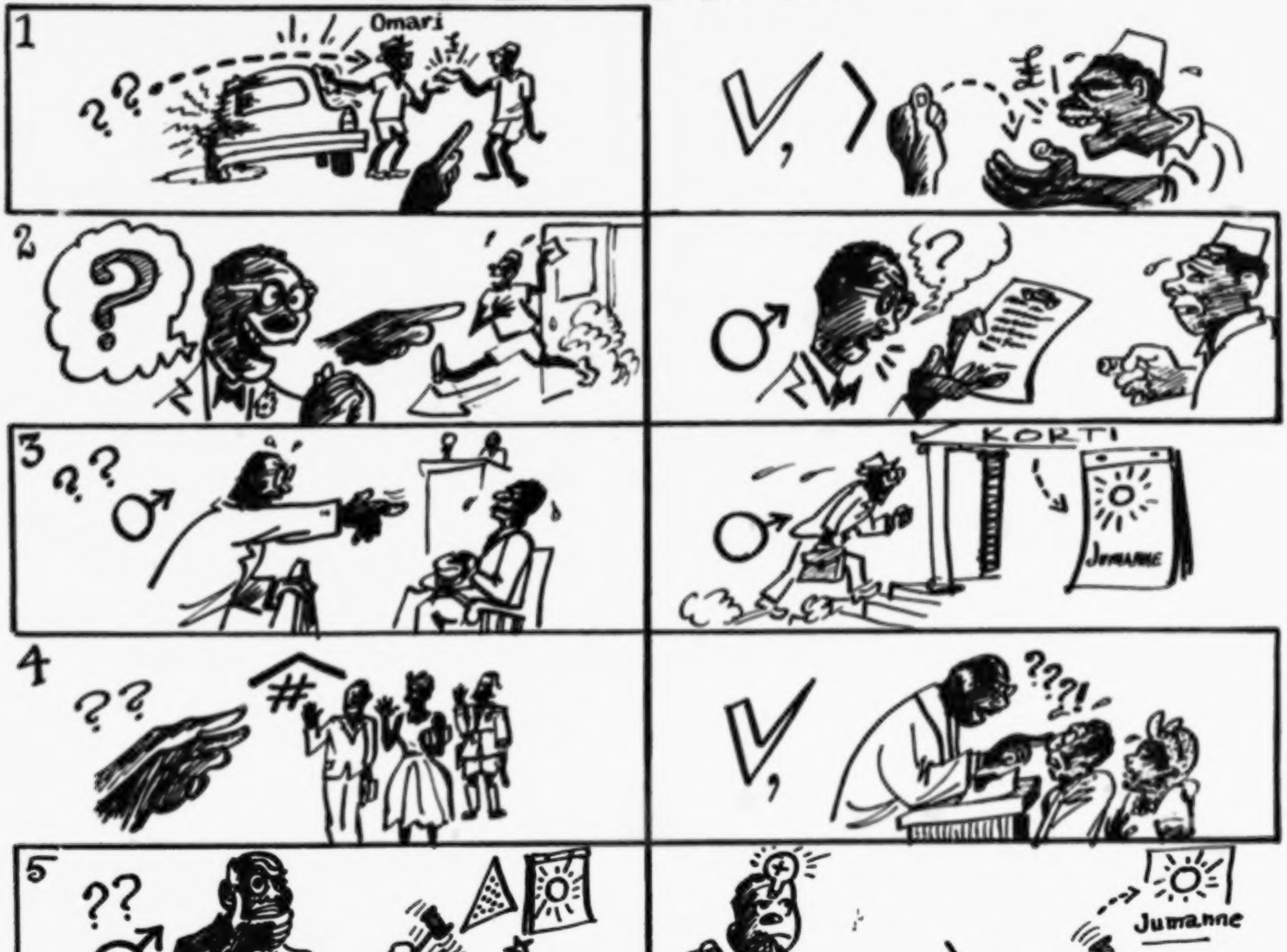
5. Will he decide the case on that day?
I think he will pass judgement on Tuesday.

6. How much will you pay the lawyer?
He charged me fifty pounds (£).

7. Will your brother lend you the money?
No, I shall ask all of you to help me.

8. Do you hope to get justice?
Without a doubt I believe so.

LESSON 33


1
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Omari
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♂
KORTI
♂
Jumanne
4
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V,
???!
5
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♂
♂
Jumanne
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?
$
♂
£50
7
??
X,
8
??

1. Omari alikudanganya alipokuuzia motokaa?
Ndio, sasa ninadai pesa zangu.

2. Wakili alikuuliza nini ulipofika kwake?
Aliniuliza habari za mapatano ya motokaa.

3. Atamshtaki Omari kortini?
Atapeleka kesi kortini Jumanne.

4. Mmepata mashahidi wengi?
Ndio, hakimu atawahoji wote.

5. Ataamua kesi siku hiyo?
Ninadhani atatoa hukumu Jumanne.

6. Utamlipa wakili pesa ngapi?
Alinitoza pauni hamsini.

7. Ndugu yako atakukopesha pesa?
La, nitawaulizeni kunisaidia.

8. Unatumaini kupata haki yako?
Bila shaka ninaamini hivi.

Step 1.

1. Repetition Drill

a. Omari alinidanganya.
Omari alinidanganya.

wewe, wakili, ninyi.

b. Alipofika tulifurahi.
Alipofika tulifurahi.

rudi, ondoka, simama, pumzika.

c. Alimpeleka kortini jana.
Alimpeleka kortini jana.

Jumamosi, juzi, asubuhi.

d. Tutawashtaki wevi.
Tutawashtaki wevi.

mwivi, wewe, ninyi, wageni.

e. Hakimu ataamua kesi kesho.
Hakimu ataamua kesi kesho.

Jumanne, leo, Ijumaa, kesho kutwa.

f. Alitutoza pauni kumi.
Alitutoza pauni kumi.

ishirini, sita, arobaini, nyingi.

2. Substitution Drill

a. mbovu.
Aliniuzia motokaa -----
Aliniuzia motokaa mbovu.

-zee, -zuri, -baya, -pya.

b. pesa
Atanirudishia ---- zangu.
Atanirudishia pesa zangu.

nguo, mikuki, vyombo.

wakili
c. Nilimwamini ------ aliponisaidia.
Nilimwamini wakili aliponisaidia.

daktari (pl.), wewe, walimu.

shahidi
d. Wakili atamhoji ------- kesho.
Wakili atamhoji shahidi kesho.

mwenyeji, ninyi, mimi, wewe.

e. wauzaji
Nitawashtaki ------- hawa.
Nitawashtaki wauzaji hawa.

mkulima, wakili, askari (s.), watu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 33

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Utampeleka kortini?
2nd: Nitampeleka huko kesho.

nyumba, duka, mji, skuli.

b. 1st: Hakimu amewahoji wote?
2nd: Ndio, amewahoji wote.

shahidi, mwanafunzi, wavuvi.

c. 1st: Nani atamshtaki mtu huyo?
2nd: Tutamshtaki wenyewe.

mwivi, watu, mawakili, wakili.

d. 1st: Ulimlipa aliporudi?
2nd: Nilimlipa pauni tano.

faulu, ondoka.

e. 1st: Utatuuliza nini?
2nd: Nitawaulizeni kila kitu.

toza, ambia, dai.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Omari alikudanganya?
Ndio, alinidanganya.

wevi, mpelelezi, adui (pl.), watoto.

b. Wakili atatuuliza nini?
Atatuuliza habari ile.

mawakili, daktari, ninyi, mkulima.

c. Tutamshtaki Omari?
Tutamshtaki kesho.

vijana, huyo, wavuvi, kijana.

d. Hakimu atawapatieni haki yenu?
Ndio, atatupatia haki yetu.

yao, yako, yetu, yangu.

e. Wakili atawahoji mashahidi?
Ndio, atawahoji Jumanne.

watoto, mwalimu, mkulima, wavuvu.

f. Utamlipa kijana pesa zake?
Atangoja mpaka Jumamosi.

vijana, wakulima, sisi, mimi.

g. Ninyi mtanikopesha pesa?
La, tutamkopesha ndugu yako.

Omari, wewe, mvuvi, walimu.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Siku moja Ali alikwenda kwa Omari kununua motokaa. Omari alisema ana motokaa nzuri sana na alimwuzia Ali motokaa hiyo. Sasa Ali aliendesha motokaa na baada ya siku mbili alianza kupata matata. Alitambua kwamba motokaa ni mzee na mbaya. Aliporudi kwa Omari kudai pesa zake, Omari alisema, "La!"

Sasa Ali alikwenda kwa wakili. Wakili alimwuliza habari ya mapatano juu ya motokaa. Alitambua kwamba Omari amekosa na alisema atamshtaki Omari kortini. Alipeleka kesi kortini Jumanne. Kule hakimu alihoji mashahidi. Halafu aliamua kesi na Ali alipata haki yake. Lakini wakili alimtoza Ali pesa nyingi, pauni hamsini. Ali alikosa pesa hizo na anatafuta rafiki kukopesha pesa. Anaamini atapata bila shaka.

Step 2. Questions based on the above narration:

Nani alimwuzia Ali motokaa?
Omari alisema nini juu ya motokaa hiyo?
Ali alimwamini Omari?
Baada ya kuendesha motokaa siku mbili aliona nini?
Motokaa ilikuwa mpya?

Aliporudi kwa Omari alisema nini?
Ali alikwenda kwa nani halafu?
Wakili alimwuliza nini?
Wakili alisema atamshtaki Omari?
Alipeleka kesi kortini?

Hakimu aliamua kesi hii siku gani?
Hakimu alihoji nani?
Ali alipata haki yake?
Nani alimtoza pauni hamsini?
Nani alikosa pesa?
Atafanya nini kupata pesa?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

ED026651

DEFENSE LANGUAGE INSTITUTE

WEST COAST BRANCH

PRESIDIO OF MONTEREY, CALIFORNIA

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SWAHILI

12 WEEKS COURSE

VOLUME IV
LESSONS 34-44

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12 WEEKS COURSE

Volume IV

Lessons 34-44

March 1963

DEFENSE LANGUAGE INSTITUTE
West Coast Branch
Presidio of Monterey, California

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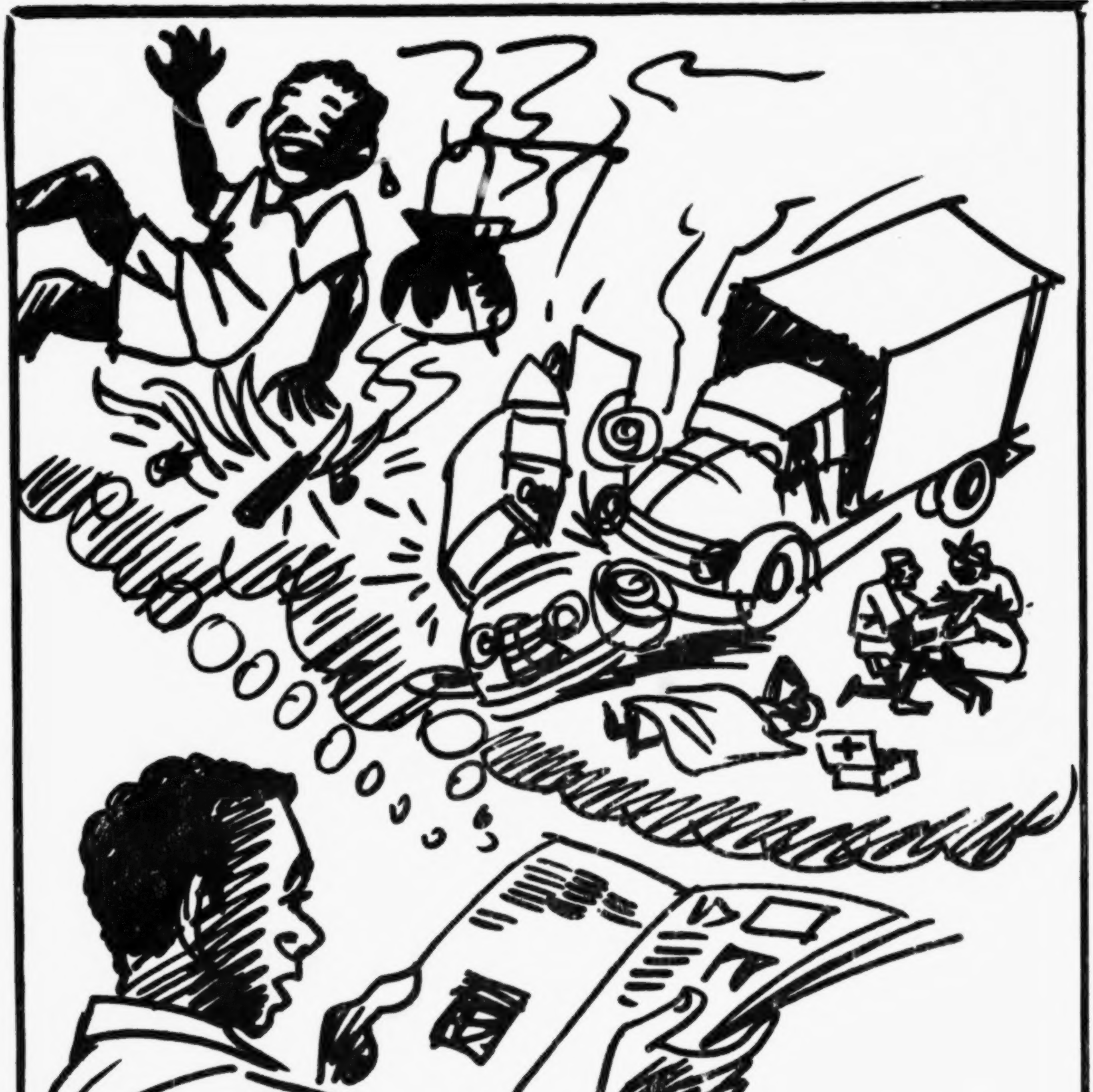
SWAHILI 12 WEEKS COURSE

LESSON 34



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the reflexive 'ji'.

a. Amejiumiza.
Amejikata.
Amejichoma.

b. Nimejisaidia.
Nimejifunga.
Nimejipatia.

c. Watajiumiza.
Watajikata.
Watajichoma.

d. Tutajisaidia.
Tutajifunga.
Tutajipatia.

e. Ulijiumiza?
Ulijikata?
Ulijichoma?

f. Mlijisaidia?
Mlijifunga?
Mlijipatia?

g. Kujiumiza.
Kujikata.
Kujichoma.

h. Kujisaidia.
Kujifunga.
Kujipatia.

2. Semantic drills using new lexical items.

a. Ajali mbaya.
Gazeti mbaya.
Dreva mbaya.

b. Kugongana na motokaa.
Kugongwa na motokaa.
Kupinduka na motokaa.

c. Kioo kizuri.
Kipande kizuri.
Kioo kimepasuka.
Kipande kimepotea.

d. Kupinduka.
Kuokoka.
Kuvunjika.
Kupasuka.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. I hear about many accidents.

   True, I read in the papers a child hurt himself.

2. How did he hurt himself? Did he cut himself?

   No, he burnt himself badly by fire.

3. What gives concerning a car which was hit?

   It turned over when it collided with a lorry.

4. Say, did the driver get hurt too?

   Yes, he cut himself when the glass broke.

5. Did the window glass break in pieces (get shattered) ?

   Yes, and passengers cut themselves when they got out.

6. Did they save their lives although they got hurt?

   They got saved, and others helped themselves.

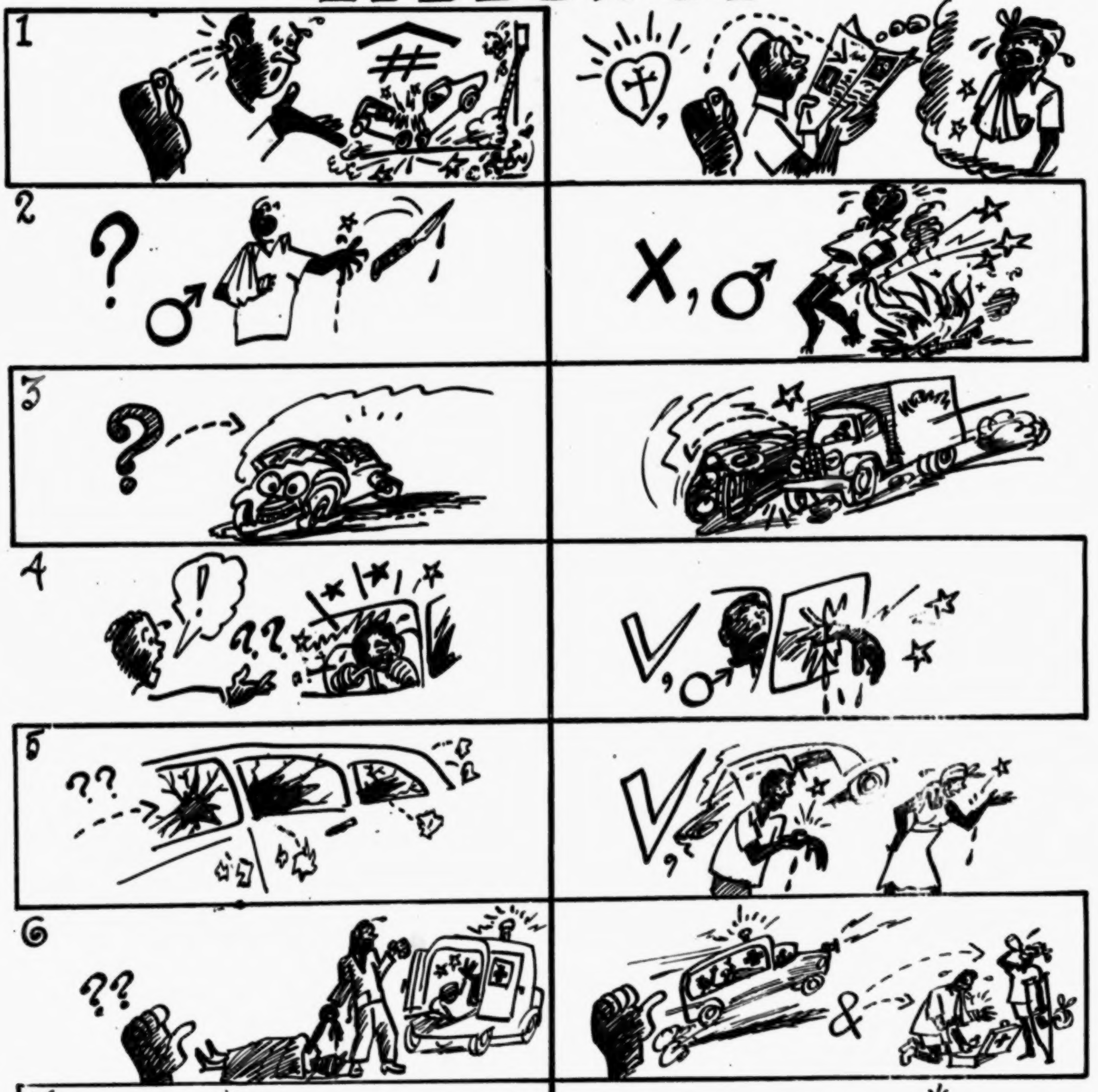
7. How did they help themselves?

   They used 'First Aid'.

8. Did they tie bandages to stop bleeding?

   Yes, and they got medicine for their wounds.

LESSON 34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V,
5
??
V,
6
??
&
7
?
8
??
V, &

1. Ninasikia habari za ajali nyingi.
   Kweli, nilisoma gazetini mtoto amejiumiza.

2. Amejiumiza kwa njia gani? Amejikata?
   La, amejichoma vibaya kwa moto.

3. Kuna nini juu ya motokaa ilipogongwa?
   Ilipinduka ilipogongana na lori.

4. Je, dreva amejiumiza vilevile?
   Ndio, amejikata kioo kilipovunjika.

5. Kioo cha dirisha kimepasuka vipande?
   Ndio, na abiria walijikata walipotokea.

6. Wameokoka maisha ingawa wameumia?
   Wameokoka, na wengine wamejisaidia.

7. Wamejisaidia kwa njia gani?
   Walitumia "Huduma ya Kwanza."

8. Walijifunga vitambaa kuziba damu?
   Ndio, na walijipatia dawa kwa jeraha.

Step 1.

1. Repetition Drill

a. Ajali mbaya imetokea leo.
Ajali mbaya imetokea leo.

kubwa, -ingi, -ingine, tatu.

b. Tulisoma gazetini watoto wamejiumiza.
Tulisoma gazetini watoto wamejiumiza.

askari, dreva, mvuvi, mkulima.

c. Motokaa zetu zilipinduka zilipogongana.
Motokaa zetu zilipinduka zilipogongana.

-kubwa, -mbili, -dogo, -ao.

d. Ameokoka maisha ingawa amejiumiza vibaya.
Ameokoka maisha ingawa amejiumiza vibaya.

kata, choma.

e. Walijisaidia walipofika.
Walijisaidia walipofika.

funga vitambaa, zoeza, funza, ficha.

d. Dreva amejiumiza vibaya.
Dreva amejiumiza vibaya.

Yusufu, Kapteni, askari (pl.).

2. Substitution Drill

a. yake
Motokaa ---- iligongwa na lori.
Motokaa yake iligongwa na lori.

-etu, -ao, -kubwa, -zee.

b. alimsaidia
Daktari ---------- alipojiumiza.
Daktari alimsaidia alipojiumiza.

-pa dawa, chukua, tunza.

c. Dreva
----- amejiumiza katika ajali.
Dreva amejiumiza katika ajali.

Koplo, mvuvi, wapelelezi, wanaume.

d. Amejisaidia
----------- ingawa amejiumiza vibaya.
Amejisaidia ingawa amejiumiza vibaya.

tunza, funga kitambaa, ficha.

e. walipofika
Walijipatia dawa ---------- nyumbani.
Walijipatia dawa walipofika nyumbani.

ingia, jificha.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wavuvi walijiumiza wapi?
2nd: Walijiumiza mikono na miguu.

rafiki (s.), daktari (pl.), Wamasai, ninyi.

b. 1st: Ulimfunga kitambaa alipofika?
2nd: Ndio, nilimsaidia sana.

jiumiza, jikata kidole, rudi, jichoma mkono.

c. 1st: Askari alimwonya dreva alipomkamata?
2nd: Ndio, alimwonya.

wakulima, vijana, mwivi.

d. 1st: Wewe ulijisaidia ulipojiumiza?
2nd: Nilijipatia dawa.

Wavuvi, mkulima, wenyeji.

e. 1st: Walinzi wamejisaidia kwa njia gani?
2nd: Walitumia huduma ya kwanza.

mkulima, mvuvi, daktari, wakili.

5th PERIOD RECOMBINATION DRILL LESSON 34

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wavuvi wamejiumiza vibaya?
Wamejiumiza vibaya sana.

Jemadari, mpelelezi, wanaume, wewe.

b. Mtoto amepata ajali?
Ndio, amejikata kidole.

Hao, mwanamke, kijana, wakulima.

c. Motokaa gani ziligongana?
Motokaa kubwa ziligongana.

-dogo, -pya, -zuri, -zee.

d. Tutajificha wapi?
Tutajificha hapa.

zoeza, funga, saidia.

e. Vioo vilimwumiza Karanja?
Ndio, vilimwumiza zilipopasuka.

wenyeji, wapelelezi, mkulima, wewe.

f. Dreva amejiumiza vilevile?
Amejiumiza kidogo tu.

wanaume, mbwa (pl.), askari.

g. Wewe ulimfunga kitambaa alipojiumiza?
Ndio, nilimfunga kitambaa.

ninyi, Kapteni, wakulima, daktari.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Leo nilisoma katika gazeti habari ya ajali nyingi. Kwanza habari ya mtoto mmoja. Huyo alijiumiza alipoanguka motoni. Alijichoma vibaya katika mikono na miguu. Watu wachache walimsaidia na walimpeleka hospitali.

Halafu nilisoma juu ya ajali ya motokaa. Motokaa iligongana na lori. Ilipogongwa na lori, motokaa ilipinduka. Walikuwa abiria wanne ndani ya motokaa na dreva. Dreva alijiumiza alipojikata kwa kioo. Kioo cha dirisha kilipasuka na vipande vya kioo vilimkata. Abiria walijikata vilevile walipotokea chini ya motokaa. Ingawa waliumia, waliokoka maisha yao. Walifurahi kwa sababu waliokoka. Wamejisaidia upesi walipotumia 'Huduma ya Kwanza'. Walitia dawa kwa jeraha. Halafu walifunga majeraha kwa vitambaa kuziba damu. Baadaye motokaa ya wagonjwa iliwapeleka hospitali vilevile.

Step 2. Questions based on the above narration:

Nilisoma habari gani katika gazeti?
Mtoto alianguka wapi?
Alijiumiza kwa njia gani?

Alijichoma miguu tu?
Watu wachache walimpeleka wapi?

Motokaa iligongwa na nini?
Motokaa ilipinduka ilipogongwa?
Walikuwa abiria wangapi?
Dreva alijiumiza kwa njia gani?
Kioo cha dirisha kilipasuka?

Abiria walitokea wapi?
Walijikata vilevile au walijichoma?
Waliokoka maisha yao?
Wamejisaidia kwa njia gani?
Walitia nini kwa jeraha?
Motokaa ya wagonjwa iliwapeleka wapi?

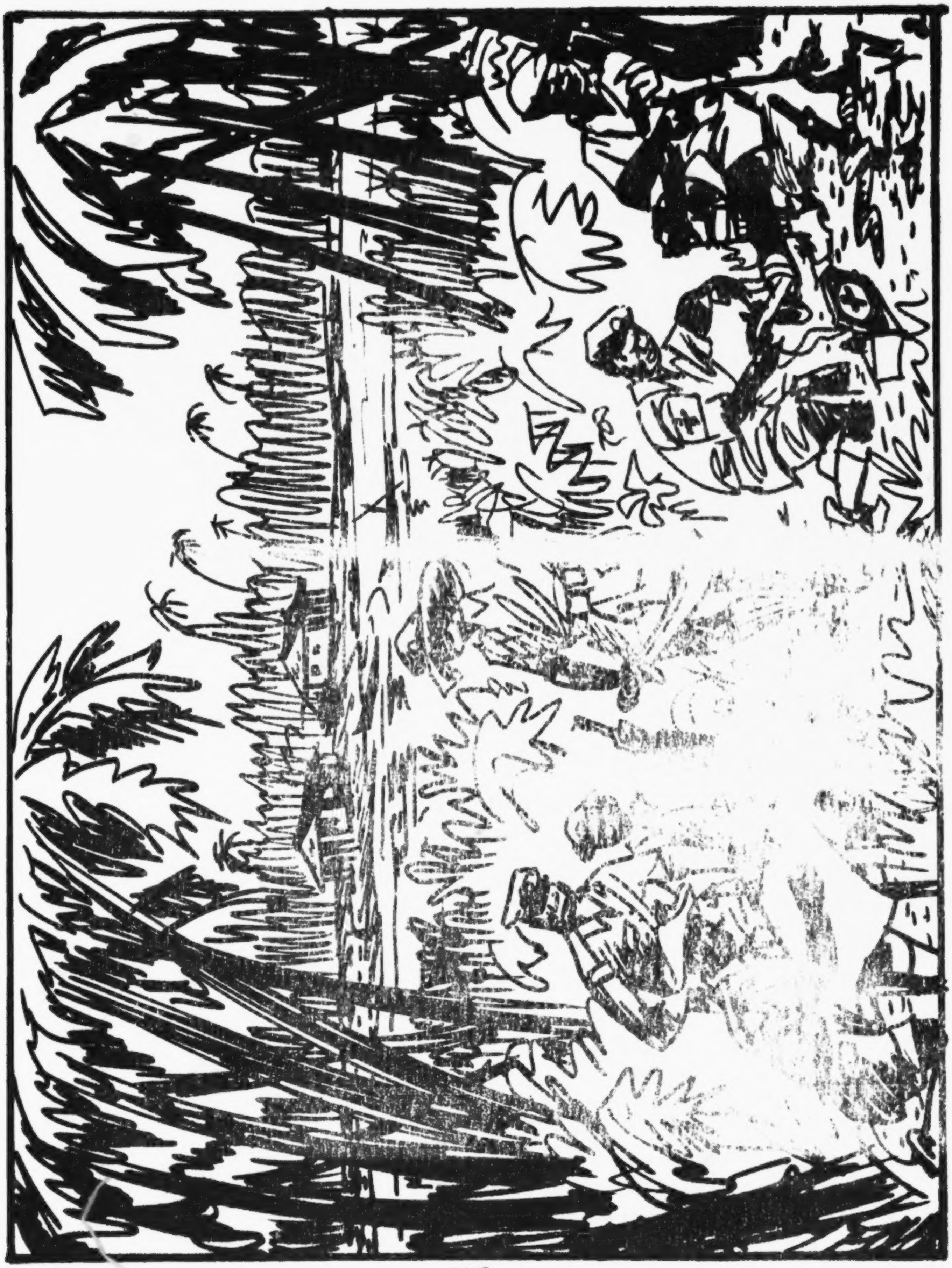
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 35

LESSON 35



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills (Imperative with Object)

a.	Ambia!	Mwambie!
	Elekea!	Mwelekee!
	Onyesha!	Mwonyeshe!
	Ita!	Mwite!
b.	(kupa)	Nipe!
	(kupa)	Mpe!
	(kupa)	Wape!
c.	Fuata!	Mfuate!
	Chukua!	Mchukue!
	Piga!	Mpige!
d.	Usifuate!	Usimfuate!
	Usipige!	Usimpige!
	Usiambie!	Usimwambie!

2. Semantic drills.

a. Kaskazini.
Upande wa kaskazini.
Elekea kaskazini.
Afrika ya Kaskazini.

b. Kusini.
Upande wa kusini.
Elekea kusini.
Afrika ya Kusini.

c. Mangharibi.
Upande wa mangharibi.
Elekea mangharibi.
Afrika ya Mangharibi.

d. Mashariki.
Upande wa mashariki.
Elekea mashariki.
Afrika ya Mashariki.

e. Ramani.
Chora ramani.
Fuata ramani.

f. Hatari ya nyoka.
Hatari ya adui.
Hatari ya wanyama.

g. Fyeka kichaka.
Fyeka vichaka.
Fyeka majani.

h. Vuka ng'ambo.
Vuka mto.
Vuka daraja.

Step 3. **Association of utterances with their referents, (situational stimuli). Further imitation and repetition.**

The above drills will now be given with the aid of the situational picture.

1. Tell the Sgt. we'll cross over today.

   Very well! Will we clear a new path in the forest?

2. Yes, you'll follow the river 2 miles downstream to the ford.

   Shall we take that ford to go across?

3. Yes. Don't take useless baggage, just necessary items.

   We'll take rifles, matchets, a compass and a map.

4. That's it. Explain things clearly to the Sgt.

   We'll need matchets for each person to clear the bush.

5. Don't forget to warn them that there is danger.

   True, danger from the enemy and poisonous snakes.

6. Take some medicine with the 'First Aid' kit.

   Across the river do we proceed North?

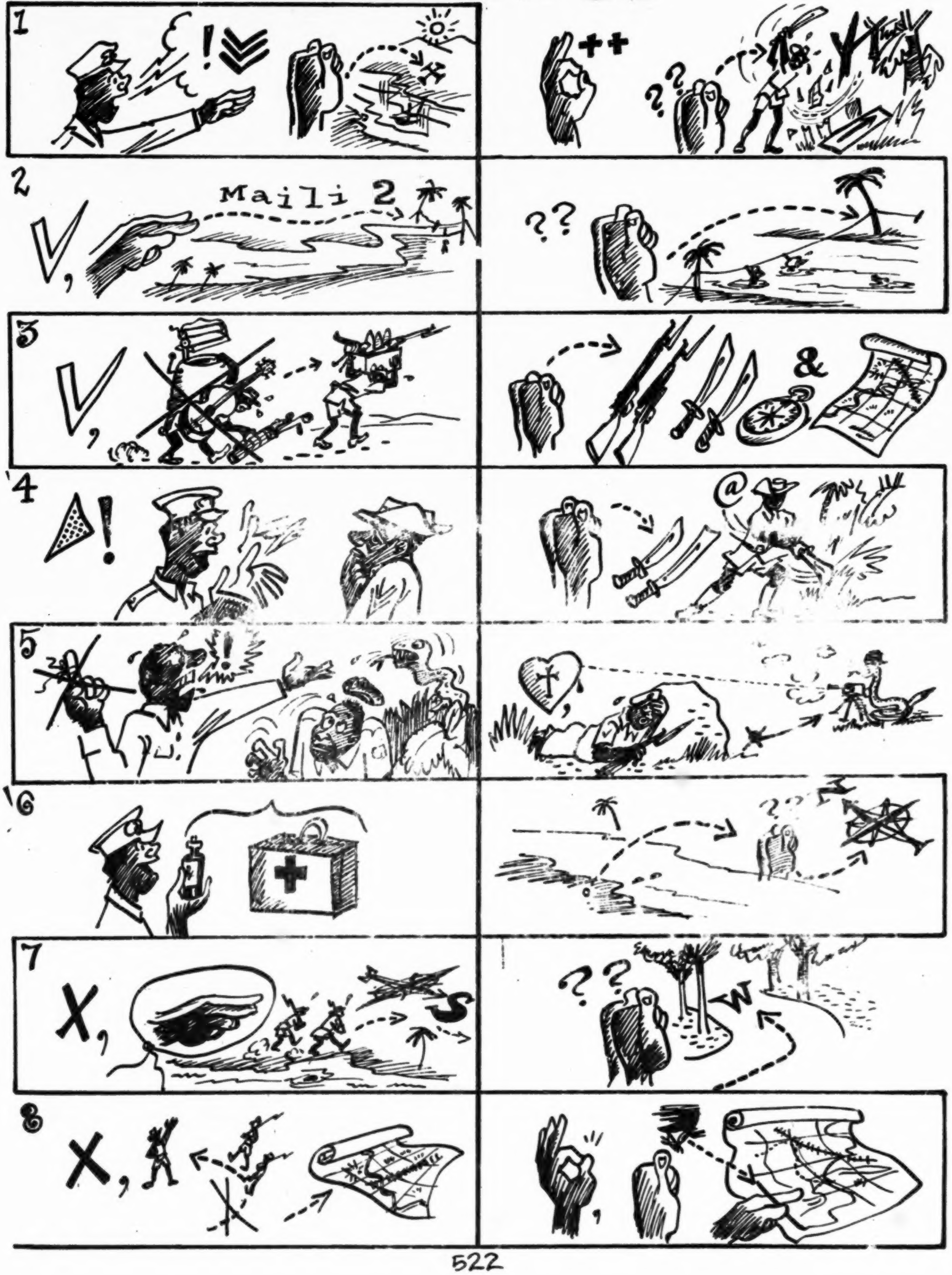
7. No, all of you follow the river to the South.

   Then do we enter the forest to the West?

8. No, don't go in that direction, follow the map.

   O.K., I see that you have drawn our path on the map.

LESSON 35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1. Mwambie Sajini tutavuka ng'ambo leo.

   Vema! Tutapasua njia mpya msituni?

2. Ndio, mtafuata mto maili mbili mpaka kivukoni.

   Tutashika kivuko hicho kuvuka ng'ambo?

3. Ndio; msichukue vitu bure, vile vya lazima tu.

   Tutachukua bunduki, panga, dira na ramani?

4. Hasa hivyo. Mpe Sajini maelezo wazi.

   Tutahitaji panga kwa kila mtu kufyeka vichaka.

5. Usisahau kuwaonya kwamba kuna hatari.

   Kweli, hatari za adui na nyoka wenye sumu.

6. Chukueni dawa kwa 'Huduma ya Kwanza'.

   Ng'ambo ya mto tutaendelea kaskazini?

7. La, fuateni mto kuelekea kusini.

   Halafu tutaingia msitu kuelekea magharibi?

8. La, msielekee upande huo, fuateni ramani.

   Vema, ninaona umechora njia yetu katika ramani.

Step 1.

1. Repetition Drill

a. Tutavuka ng'ambo leo.
Tutavuka ng'ambo leo.

ziwa, daraja, mto.

b. Watapasua njia mpya msituni.
Watapasua njia mpya msituni.

-ingi, -ingine, -refu, tatu.

c. Chukueni vitu vya lazima t u.
Chukueni vitu vya lazima tu.

bunduki, risasi, panga, ramani.

d. Mpe Sajini maelezo wazi.
Mpe Sajini maelezo wazi.

Koplo, askari, wakili, daktari.

e. Usisahau kwamba kuna hatari.
Usisahau kwamba kuna hatari.

nyoka, adui, mvua, wapelelezi.

f. Ng'ambo ya mto tutaendelea kaskazini.
Ng'ambo ya mto tutaendelea kaskazini.

kusini, mbele, magharibi, milimani.

2. Substitution Drill

a. ng'ambo.
Tutafaulu kuvuka -------
Tutafaulu kuvuka ng'ambo.

mto, ziwa, daraja.

b. nne.
Walifuata mto maili ---
Walifuata mto maili nne.

moja, mbili, tano, sita.

c. dawa
Chukueni ---- za kutosha.
Chukueni dawa za kutosha.

mikuki, risasi, panga.

d. Ninyi
----- mtaelekea kaskazini.
Ninyi mtaelekea kaskazini.

sisi, wewe, daktari (pl.), wavuvi

e. wavuvi
Fuataneni na ------ ziwani.
Fuataneni na wavuvi ziwani.

wenyeji, Kapteni, Sajini.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 35

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Leo tutavuka ng'ambo?
2nd: Tutavuka ng'ambo mara moja.

mto, ziwa, kisiwa, daraja.

b. 1st: Wakulima watapasua njia msituni?
2nd: Ndio, watapasua njia mpya.

wenyeji, ninyi, wanaume, wewe.

c. 1st: Koplo alikupa amri gani?
2nd: Aliniambia nisichukue silaha.

askari, sisi, daktari, wakili.

d. 1st: Karanja alikuambia tulisema nini?
2nd: Aliniambia mlitaka kujificha mjini.

sisi, wapelelezi, vijana, wanaume.

e. 1st: Ninyi mtaelekea upande gani ng'ambo?
2nd: Tutaelekea kusini.

wapelelezi, mwenyeji, mvuvi, wakulima.

5th PERIOD RECOMBINATION DRILL LESSON 35

Note: If facilities are available this period can be scheduled for a language lab session.

a. Tutavuka ng'ambo siku gani?
Tutavuka ng'ambo Jumanne.

kwenda, rudi, endelea.

b. Wamasai wanajisaidia kwa kufuga wanyama?
Ndio, wanajisaidia sana.

ninyi, Mkikuyu, wewe, wenyeji.

c. Ninyi mtafuata mto mpaka wapi?
Tutafuata mto kwa maili mbili.

wapelelezi, adui, mlinzi, wakulima.

d. Wanafunzi watahitaji panga kufyeka vichaka?
Ndio, watahitaji panga.

mkulima, mwenyeji, wanawake, Mmasai.

e. Uliwaonya wageni kujificha vichakani?
Nilisahau kuwaonya.

mtoto, sisi, Wakikuyu, mvuvi.

f. Mtachukua dawa kwa 'huduma ya kwanza'?
Tutachukua dawa nyingi.

vitambaa, vyombo.

g. Ninyi mtaelekea upande gani kesho?
Kesho tutasafiri kusini.

wanawake, mkulima, adui, mpelelezi.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kapiteni anamwambia Sajini Meja kwamba watavuka ng'ambo ya mto leo. Halafu wataingia katika msitu mkubwa sana. Msituni hakuna njia. Ni lazima kwa kila askari kuchukua panga. Watatumia panga kufyeka vichaka na kupasua njia mpya msituni.

Kwanza wote watafuata mto maili mbili mpaka kivukoni. Watachukua vitu vya lazima tu kama: bunduki, panga, dira na ramani. Watakapovuka ng'ambo watafuata mto na kuelekea kusini, si kaskazini. Halafu baada ya kwenda maili moja wataingia msituni na kuelekea mashariki. Kapiteni alichora ramani na alionyesha njia mpya katika ramani.

Sajini Meja alionya askari wote juu ya hatari ya adui, na nyoka wenye sumu vilevile. Kama ajali itatukia ni lazima kutumia 'Huduma ya Kwanza'.

Step 2. Questions based on the above narration:

Askari watavuka kwenda wapi?
Wataingia wapi halafu?
Kuna njia gani msituni?

Askari atafanya nini na panga?
Ni lazima kwa kila askari kuchukua panga?

Watafuata mto mpaka wapi?
Watakapovuka ng'ambo watafanya nini?
Watachukua vitu vingi?
Wataelekea kaskazini?
Watahitaji dira na ramani?

Baada ya maili mbili wataingia wapi?
Kapiteni alichora nini?
Watakapoingia msituni wataelekea wapi?
Sajini Meja alionya wote juu ya nini?
Kwa ajali watatumia nini?

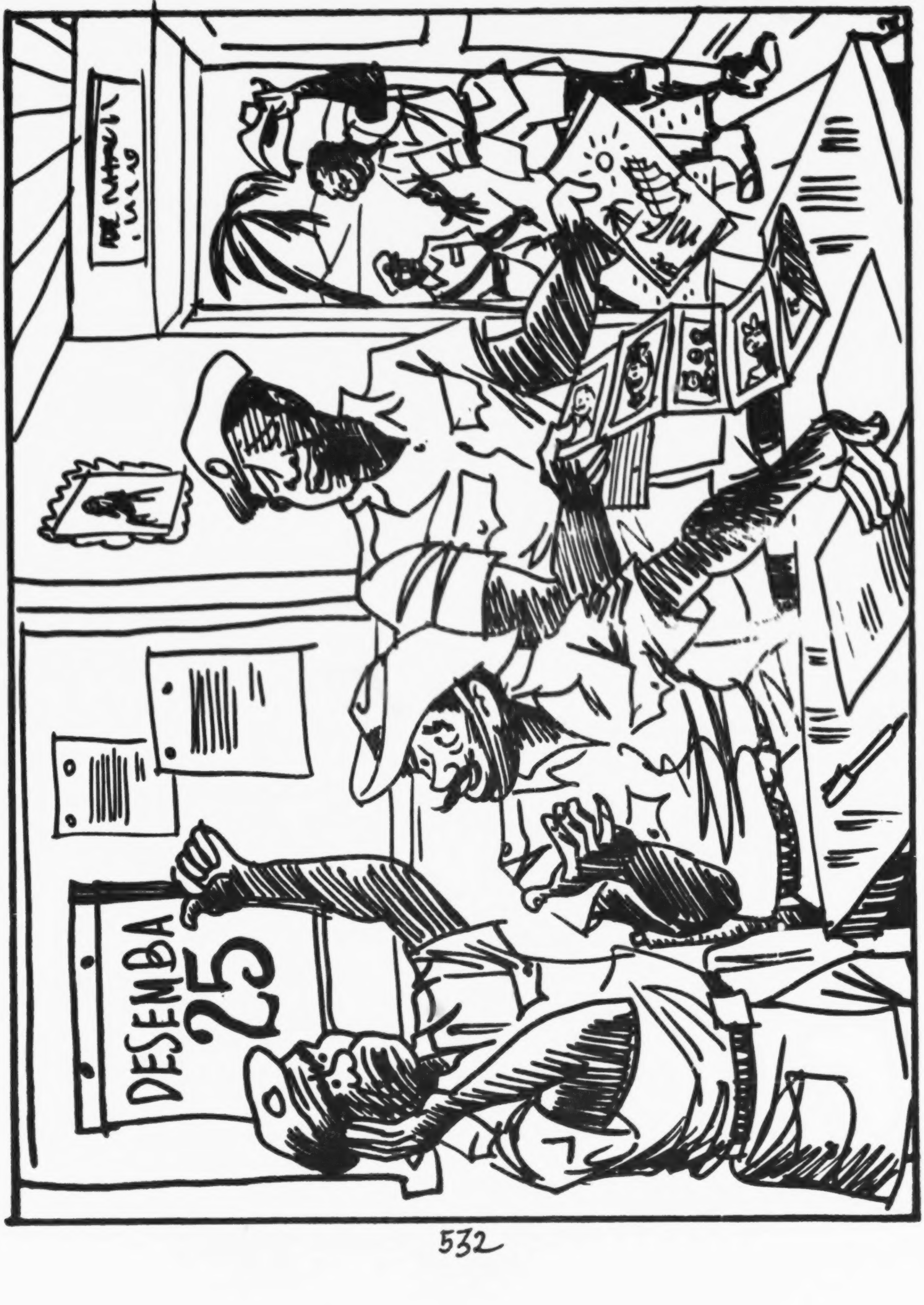
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 36

LESSON 36



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on future negative tense.

a. Sitakwenda.
Sitakuja.
Sitakula.
Sitasafiri.

b. Hutangojea.
Hutalala.
Hutalalamika.
Hutanunua.

c. Hatasafiri.
Hatacheza.
Hatauza.
Hatavumilia.

d. Hatutaona.
Hatutaonana.
Hatutapenda.
Hatutafuata.

e. Hamtafyeka.
Hamtaelekea.
Hamtajaribu.
Hamtauliza.

f. Hawatawinda.
Hawatalima.
Hawatavua.
Hawataendesha.

2. Semantic drills.

a. Kwenda pwani.
Kaa pwani.

b. Askari wanalalamika.
Hawatalalamika.

c. Wamekata tamaa.
Hawatakata tamaa.

d. Walionana jana.
Wataonana kesho.

e. Kapteni ana mamlaka.
Huyu hana mamlaka.

f. Kwa gari la moshi.
Safiri kwa gari la moshi.

g. Atangojea stesheni.
Wataonana stesheni.

h. Aliamkia wazazi.
Aliamkia jamaa.

i. Askari watavumilia.
Askari hawatavumilia.

j. Atatungojea.
Hatatungojea.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Why are the soldiers complaining?

   They've given up hope of getting leave today.

2. Will the Captain not come back to see them?

   He won't come back until Monday.

3. Will they not be able to get off even tomorrow?

   They must be a little patient.

4. You yourself have no authority to give leave?

   No, the Captain has that authority.

5. Will you not go to greet your parents?

   I will not be able, because they won't be home.

6. Are you not travelling by car?

   No, I'll travel by train.

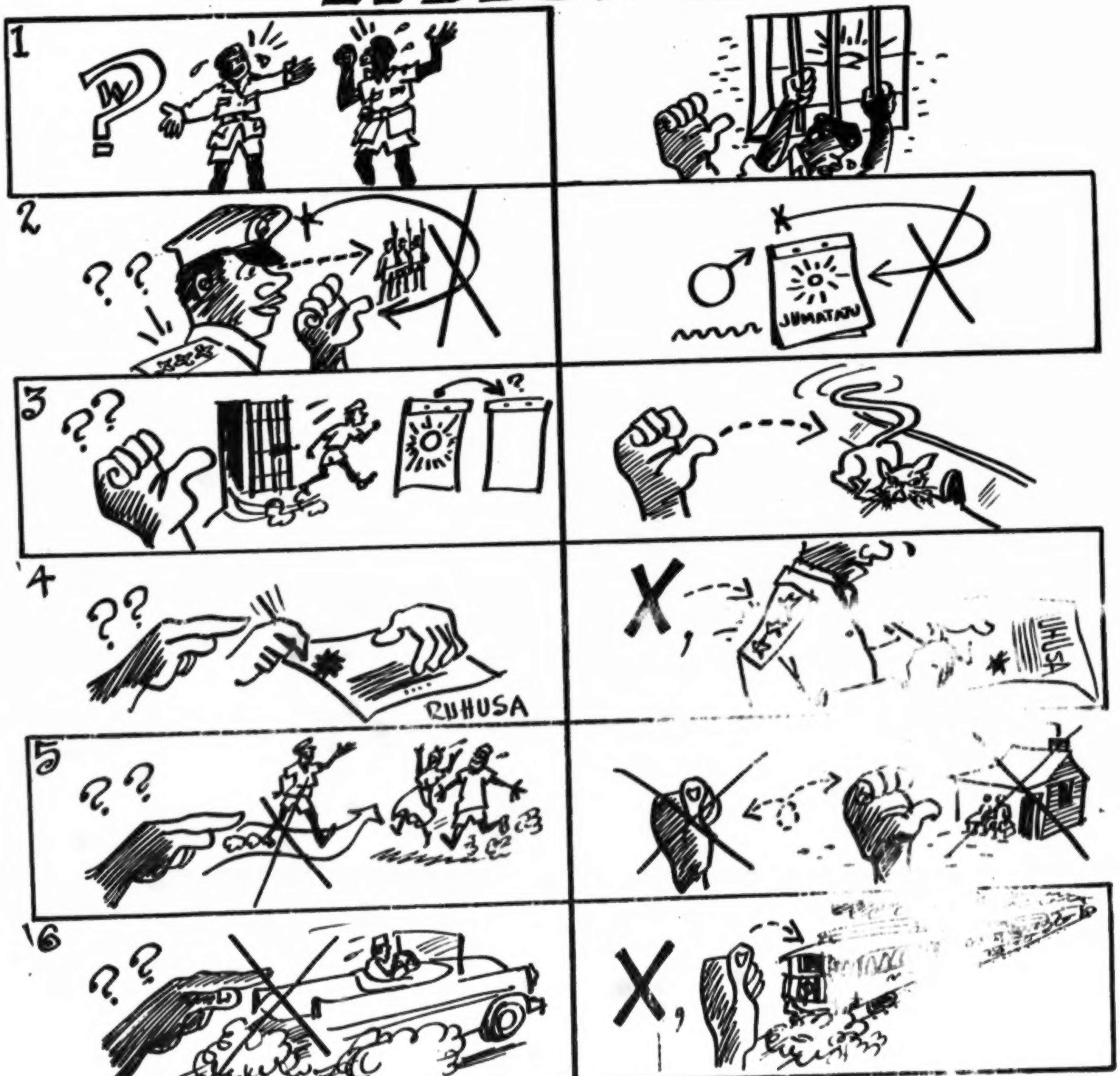
7. Will your wife not wait for you at the station?

   She'll wait for me and we'll go to the coast together.

8. Will your children not go along?

   No, they'll stay home with relatives.

LESSON 36


1
2
JUMATAN
3
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RUHUSA
X,
UHUSA
5
6
X,
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&
8
X,

1. Mbona askari wanalalamika?
Wamekata tamaa kupata ruhusa leo.

2. Kapteni hatarudi kuonana nao?
Hatarudi mpaka Jumatatu.

3. Hawataweza kupata ruhusa hata kesho?
Ni lazima kuvumilia kidogo.

4. Wewe mwenyewe huna mamlaka kutoa ruhusa?
La, Kapteni ana mamlaka.

5. Hutakwenda kuwaamkia wazazi wako?
Sitaweza, sababu hawatakuwa nyumbani.

6. Hutasafiri kwa motokaa?
La, nitasafiri kwa gari la moshi.

7. Mke wako hatakungojea stesheni?
Ataningojea na tutakwenda pwani pamoja

8. Hamtafuatana na watoto wenu?
La, watabaki nyumbani na jamaa.

Step 1.

1. Repetition Drill

a. Askari wanalalamika.
Askari wanalalamika.

Fatuma, wagonjwa, mgonjwa, wenyeji.

b. Mimi sitalalamika tena.
Mimi sitalalamika tena.

wavuvi, kijana, ninyi, wewe.

c. Sisi hatutakata tamaa mpaka kesho.
Sisi hatutakata tamaa mpaka kesho.

rafiki (pl.), wanaume, mpelelezi, adui (s.).

d. Sitarudi mpaka Jumatatu.
Sitarudi mpaka Jumatatu.

kwenda, jifunza, fanya kazi, pumzika.

e. Hatapata ruhusa leo.
Hatapata ruhusa leo.

toa, uliza, kataa.

f. Hawakuwa na mamlaka hapa.
Hawakuwa na mamlaka hapa.

kazi, wazazi, furaha, nafasi.

2. Substitution Drill

a. wazazi.
Hutakwenda kuwaamkia ------
Hutakwenda kuwaamkia wazazi.

mzazi, ndugu (pl.), rafiki (s.), wazee.

b. Wakulima
-------- hawatakuwa nyumbani.
Wakulima hawatakuwa nyumbani.

mvuvi, sisi, Karanja, daktari (pl.).

c. gari la moshi.
Hatutasafiri kwa ---- -- -----
Hatutasafiri kwa gari la moshi.

motokaa, miguu, ndege, mtumbwi.

d. Rafiki
------ ataningojea stesheni.
Rafiki ataningojea stesheni.

wewe, wakaguzi, mgeni, Waislamu.

e. Sisi
---- hatutafuatana na watoto.
Sisi hatutafuatana na watoto.

Karanja, mvuvi, Wamasai, mimi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 36

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mbona kijana hatarudi?
2nd: Sababu atakuwa na kazi nyingi.

ninyi, askari, jamaa, wanawake.

b. 1st: Askari watakata tamaa?
2nd: Watavumilia hawatakata tamaa.

mvuvi, wewe, sisi, wauzaji.

c. 1st: Hamtawaamkia wazazi?
2nd: Tutawaamkia kwa furaha.

peleka, uliza, saidia, pokea.

d. 1st: Hawatarudi huko?
2nd: Ndio, hawatarudi huko.

kaa, pumzika, ngoja, endelea.

e. 1st: Hutasafiri Uganda?
2nd: La, sita safiri huko.

Kampala, Nairobi, Mombasa, Entebbe.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ali hatacheza mpira?
Hatacheza mpira tena.

wewe, sisi, Kapteni, vijana.

b. Hutapata nafasi kurudi?
Sitapata nafasi.

kusafiri, kutusaidia, kuwafundisha.

c. Hamtawatazama wagonjwa?
Hatutawatazama.

Omari, sisi, Koplo, daktari (pl.).

d. Wenyeji hawatatutisha?
Hawatatutisha.

piga, onyesha, fuata, ona.

e. Hawatawaamkia wazazi wao?
Watawaamkia wazazi wao.

rafiki (s.), wake, mtoto, dada.

f. Wavuvi hawatavua samaki?
Hawatavua samaki leo.

ninyi, vijana, wanaume, wewe.

g. Wewe hutaningojea kando ya mto?
Sitakungojea huko.

hao, mwenyeji, Kapteni, wavuvi, mkulima.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Krismasi ni sikukuu kubwa, na askari walitaka ruhusa kwenda nyumbani. Walimngojea Kapteni muda mrefu. Lakini Kapteni alipeleka habari hatarudi mpaka kesho kutwa. Askari walikata tamaa na walilalamika sana. Sasa hawataweza kwenda nyumbani. Sajini Meja aliwaambia kwamba yeye hataweza kutoa ruhusa, ni lazima kuvumilia. Kapteni tu ana mamlaka kutoa ruhusa.

Baadaye Kapteni alirudi na askari wachache walipata ruhusa. Koplo mmoja alisema hatakwenda nyumbani. Wazazi wake hawatakuwa nyumbani. Sasa atasafiri kwa gari la moshi kwenda pwani. Mke wake atamngojea stesheni na watakwenda pamoja. Lakini watoto hawatakwenda, watakaa nyumbani. Watakaa pamoja na jamaa.

Step 2. Questions based on the above narration:

Kwa nini askari walitaka ruhusa?
Walimngojea nani?
Kapteni atarudi lini?
Askari walifurahi?
Sajini Meja alisema nini?

Nani ana mamlaka kutoa ruhusa?
Askari walivumilia?
Walipata ruhusa baadaye?
Koplo mmoja alipata ruhusa vilevile?
Atakwenda nyumbani?

Wazazi wake watakuwa nyumbani?
Atakwenda wapi sasa?
Atasafiri kwa njia gani?
Mke wake atamngojea wapi?
Watoto watabaki wapi?

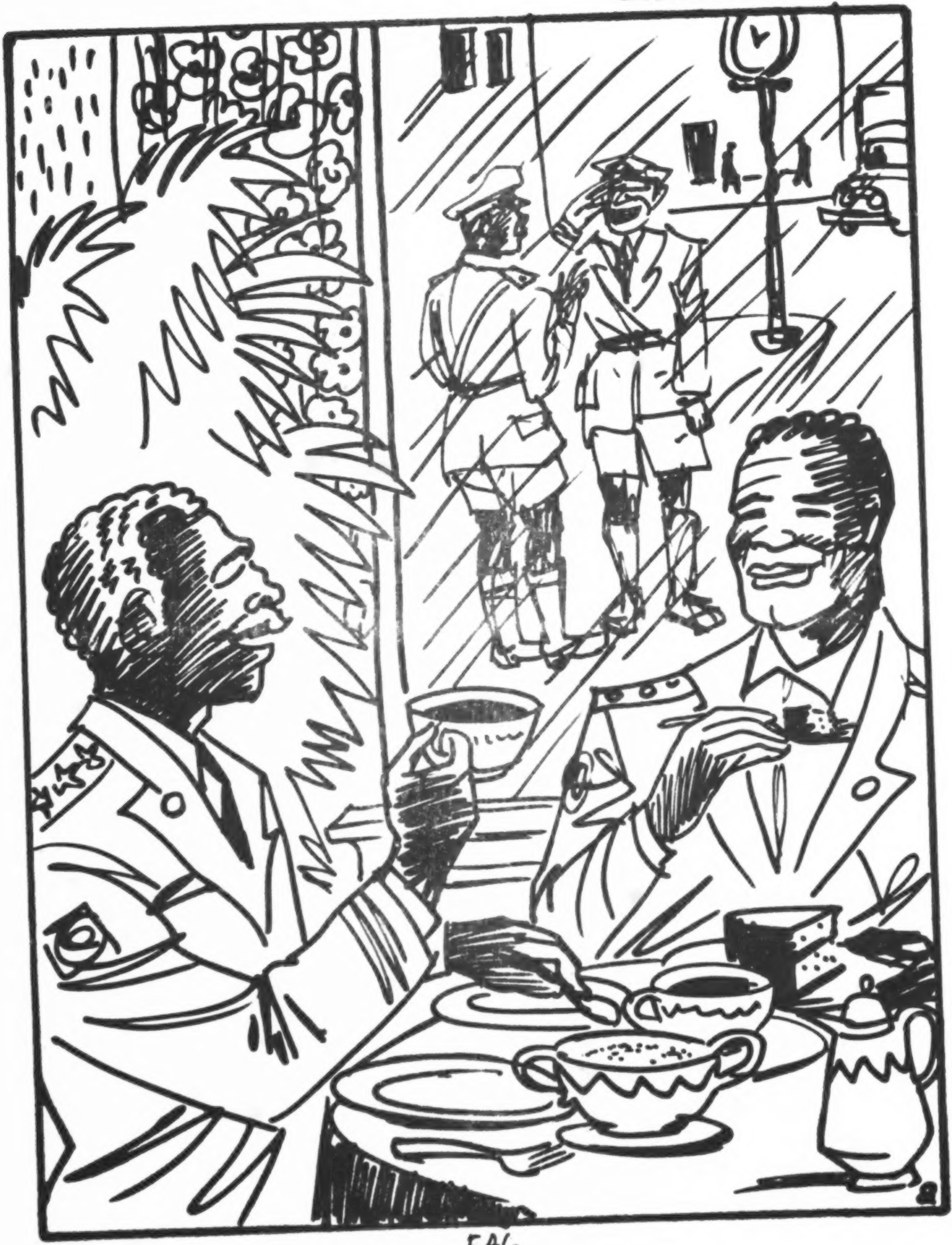
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 37

LESSON 37



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on present negative tense.

a. Siendi leo.
Sipendi chai.
Sioni dira.
Sitaki kisu.

b. Hununui kitu.
Hufanyi kitu.
Hutembei leo.
Huangalii watoto.

c. Hali keki.
Hanywi pombe.
Haji kesho.

d. Hatuoni kitu.
Hatuna njaa.
Hatusafiri leo.

e. Hamfanyi kazi.
Hamtengenezi chakula.
Hamfuati amri.

f. Hawasimami vizuri.
Hawafuati ramani.
Hawavui samaki.

2. Semantic drills.

a. Nina njaa.
Sina njaa.

b. Unapenda keki.
Hupendi keki.

c. Ana kiu.
Hana kiu.

d. Tutaburudika kidogo.
Heri kuburudika kidogo.

e. Labda hawezi.
Hawezi kuja.

f. Sukari kwa chai.
Hatutumii sukari.

g. Kutunza afya.
Kuharibu afya.

h. Njaa imezidi.
Watu wamezidi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 37

1. Aren't you going to drink tea today?
   I'm not going, I have no time. Too much work.

2. Never mind, better to refresh (relax) a little.
   O.K., but I can't stay

3. Don't you use milk and a little sugar?
   I don't use sugar, but milk, yes.

4. Don't you like some cake?
   No, I'm not hungry, I'm only thirsty.

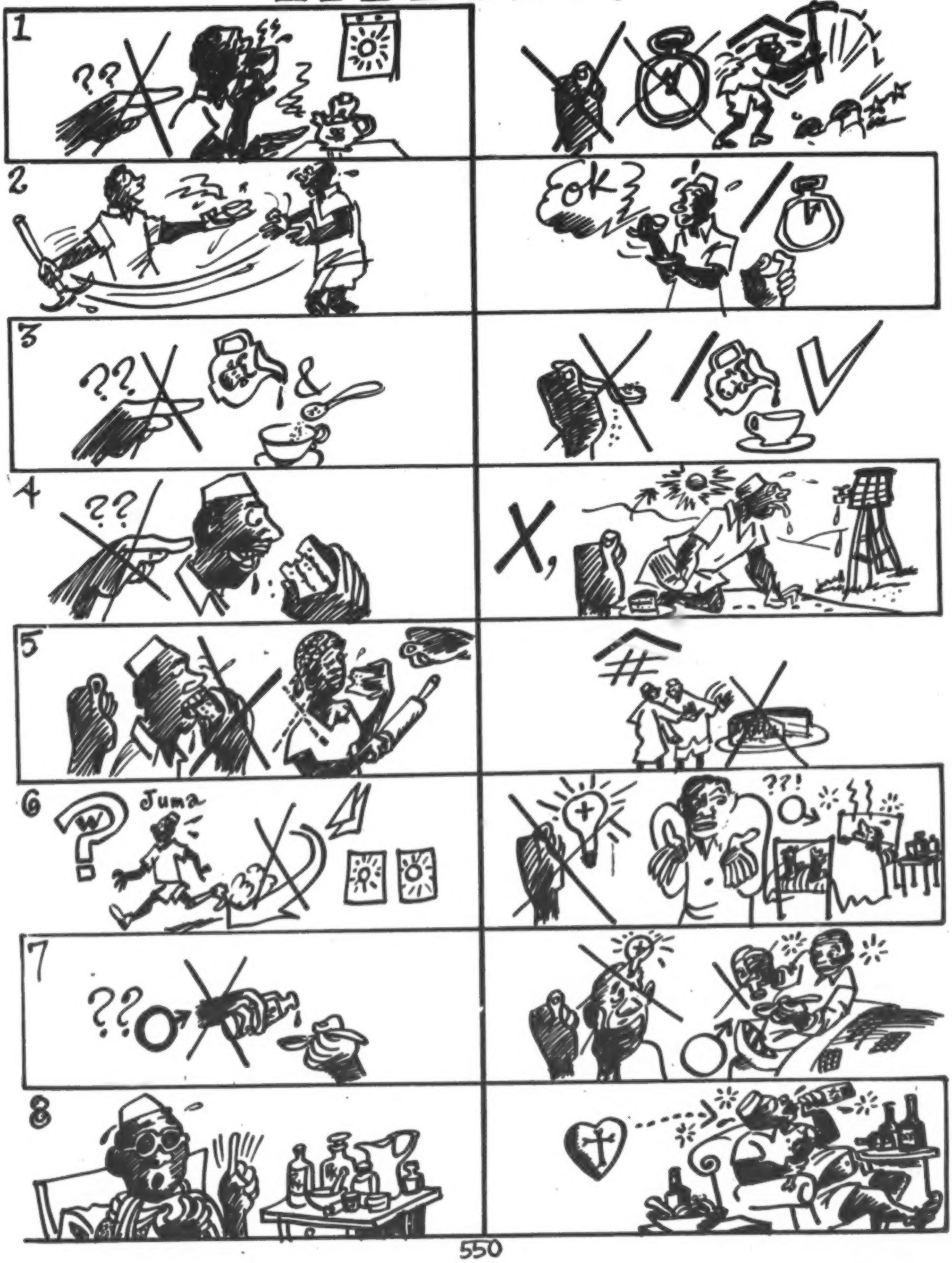
5. I don't eat cake, nor does my wife eat it.
   Many people don't use cake much.

6. Why isn't Juma coming these days?
   I don't know, perhaps he can't because he's sick.

7. Doesn't he get medicine.
   I don't think that he lacks medicine.

8. People have got to take care of their health.
   True, health is not to be ruined.

LESSON 37


1
??
2
OK
3
??
&
4
??
X,
5
6
W
Juma
??!
7
??
8

1. Huendi kunywa chai leo?

Siendi, sina nafasi. Kazi imezidi.

2. Si kitu, heri kuburudika kidogo.

Vizuri, lakini siwezi kukaa sana.

3. Hutumii maziwa na sukari kidogo?

Situmii sukari, lakini maziwa, ndio.

4. Hupendi keki kidogo?

La, sina njaa, nina kiu tu.

5. Mimi sili keki, hata mke wangu hali.

Watu wengi hawatumii keki sana.

6. Kwa nini Juma haji siku hizi?

Sijui, labda hawezi sababu ni mgonjwa.

7. Je, hapati dawa?

Sidhani kwamba anakosa dawa.

8. Ni lazima kwa watu kutunza afya.

Kweli, afya si kitu cha kuharibu.

Step 1.

1. Repetition Drill

a. Sinywi kitu leo.
   Sinywi kitu leo.

   taka, tumia, penda, pata.

b. Hutaki kuburudika sasa.
   Hutaki kuburudika sasa.

   enda, acha, anza, hitaji.

c. Hatumii keki.
   Hatumii keki.

   kula, taka, nunua, uza.

d. Hatupati chai hapa.
   Hatupati chai hapa.

   kunywa, chukua, uza, leta.

e. Hamji hapa siku hizi.
   Hamji hapa siku hizi.

   tembea, lima, kaa, lala.

f. Hawaendi Nairobi leo.
   Hawaendi Nairobi leo.

   fika, rudi, kaa, pumzika.

2. Substitution Drill

a. Sitaki
   ------ chakula hiki.
   Sitaki chakula hiki.

   kula, penda, uza, nunua.

1. Huendi kunywa chai leo?
Siendi, sina nafasi. Kazi imezidi.

2. Si kitu, heri kuburudika kidogo.
Vizuri, lakini siwezi kukaa sana.

3. Hutumii maziwa na sukari kidogo?
Situmii sukari, lakini maziwa, ndio.

4. Hupendi keki kidogo?
La, sina njaa, nina kiu tu.

5. Mimi sili keki, hata mke wangu hali.
Watu wengi hawatumii keki sana.

6. Kwa nini Juma haji siku hizi?
Sijui, labda hawezi sababu ni mgonjwa.

7. Je, hapati dawa?
Sidhani kwamba anakosa dawa.

8. Ni lazima kwa watu kutunza afya.
Kweli, afya si kitu cha kuharibu.

b. Huchukui
-------- matunda yale makubwa.
Huchukui matunda yale makubwa.

uza, kula, pata, peleka.

c. Hapendi
------- vitu hivyo.
Hapendi vitu hivyo.

leta, peleka, chukua, tumia.

d. Hatuuzi
------- dawa hapa.
Hatuuzi dawa hapa.

kunywa, pata, nunua, tengeneza.

e. Hamendi
------- huko leo.
Hamendi huko leo.

kaa, lala, tembea, rudi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 37

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hunywi chai leo?
2nd: Sinywi chai leo.

taka, pata, peleka, uza.

b. 1st: Hapeleki maziwa sokoni?
2nd: Hapeleki maziwa leo.

uza, nunua, pata, ona.

c. 1st: Hatupati maembe mengine?
2nd: Hampati maembe tena.

uza, nunua, peleka, chukua.

d. 1st: Hamli pamoja na watoto?
2nd: Hatuli pamoja.

enda, lima, lala, cheza.

e. 1st: Hawapendi matunda haya?
2nd: Hawapendi matunda hayo.

taka, kula, chukua, uza.

5th PERIOD RECOMBINATION DRILL LESSON 37

Note: If facilities are available this period can be scheduled for a language lab session.

a. Huchukui mizigo yote?
Sitachukua mizigo yote.

uza, peleka, tumia, nunua.

b. Hauzi viatu vile?
Anasema hatauza viatu vile.

vaa, safisha, chukua, nunua.

c. Hatuli matunda mengine?
Hamtakula mengine.

uza, nunua, pata, peleka.

d. Hamendi Nairobi leo?
Hatutakwenda Nairobi.

rudi, safiri, fika, lala.

e. Hawapeleki barua hizi?
Hawatapeleka barua hizo.

soma, weka, maliza, funga.

f. Sipati maziwa mazuri?
Hutapata maziwa.

kunywa, peleka, chukua, uza.

g. Huuzi shamba lile.
Sitauza shamba hilo.

nunua, lima, pata, taka.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Maofisa wawili walikutana njiani. Mmoja anakwenda mgahawani na mwingine ofisini. Yule wa kwanza anasema: "Njoo mgahawani kwa chai kuburudika kidogo". Lakini mwingine anasema hawezi, hana nafasi, kazi imezidi. Yule wa kwanza anasema "Si kitu, ni vizuri kutunza afya na kuburudika". Sasa yule mwingine alikubali na alikwenda pamoja.

Kule mgahawani waliketi karibu na meza na walijipatia chai. Mmoja anatumia maziwa, mwingine hatumii sukari. Mmoja anakula keki, mwingine hali keki, anasema hana njaa, ana kiu tu.

Rafiki yao, Juma, ni mgonjwa. Hawezi kufika mgahawani. Walitambua ya kwamba afya ni kitu cha kutunza sana. Ugonjwa unaleta hasara, si faida.

Step 2. Questions based on the above narration:

Nani alikutana njiani?
Wa kwanza alikwenda wapi?
Wa pili alikwenda wapi?
Wa pili alikuwa na nafasi?
Kwa sababu alikosa nafasi?

Yule wa kwanza alisema nini?
Wa pili alikubali kwenda pamoja?
Wote walitumia maziwa na sukari?
Wote walikula keki?
Kuburudika ni njia ya kutunza afya?

Nani mgonjwa?
Anaweza kufika mgahawani?
Walitambua nini?
Ugonjwa unaleta faida?
Juma ni rafiki yao?

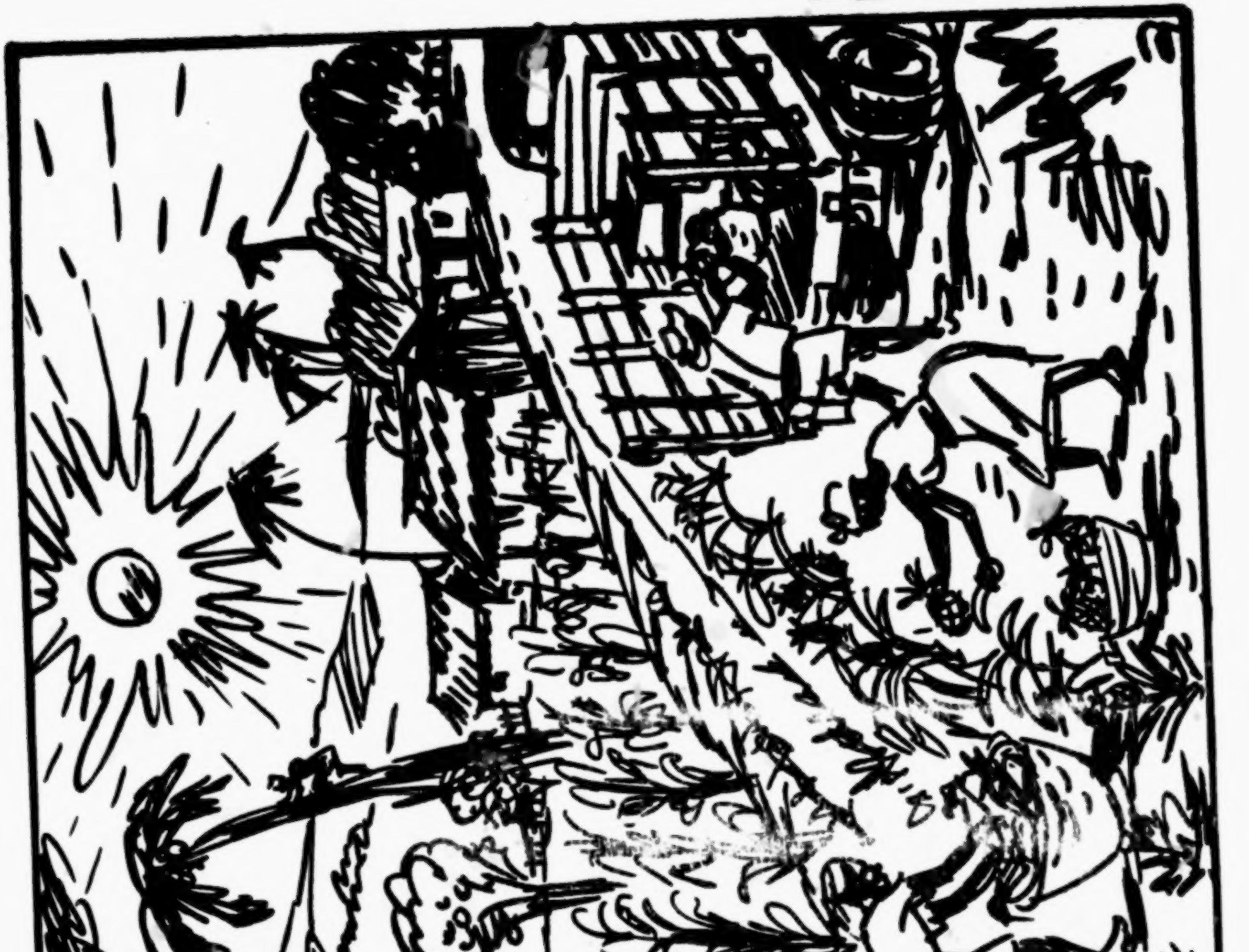
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 38

LESSON 38



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on Ma class words.

a.

Shamba hili.	Mashamba haya.
Tunda hili.	Matunda haya.
Embe hili.	Maembe haya.
Chungwa hili.	Machungwa haya.

b.

Soko lile.	Masoko yale.
Nanasi lile.	Mananasi yale.
Daraja lile.	Madaraja yale.
Dirisha lile.	Madirisha yale.

c.

Jina fupi.	Majina mafupi.
Ua zuri.	Maua mazuri.
Gari dogo.	Magari madogo.
Jeraha kubwa.	Majeraha makubwa.

d. Majani marefu.
Mavuno mengi.
Mahindi machache.
Maziwa matamu.

e. Mazoezi mengine.
Matata mabaya.
Majira mafupi.
Maisha marefu.

f.

Shamba langu.	Mashamba yangu.
Tunda langu.	Matunda yangu.
Embe langu.	Maembe yangu.
Chungwa langu.	Machungwa yangu.

g.

Soko lako.	Masoko yako.
Nanasi lako.	Mananasi yako.
Daraja lako.	Madaraja yako.
Dirisha lako.	Madirisha yako.

h.

Jina lake.	Majina yake.
Ua lake.	Maua yake.
Gari lake.	Magari yake.
Jeraha lake.	Majeraha yake.

i. Majani yetu.
Mavuno yetu.
Mahindi yetu.
Maziwa yetu.

j. Mazoezi yenu.
Matata yenu.
Majira yenu.
Maisha yenu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Do all these gardens belong to natives?
   Yes, they grow various crops.

2. Do they grow fruit as well?
   They grow many kinds of fruit.

3. Do pineapples grow well here?
   Look yonder, people are harvesting pineapples.

4. Did you get to taste their oranges?
   Yes, they are very sweet.

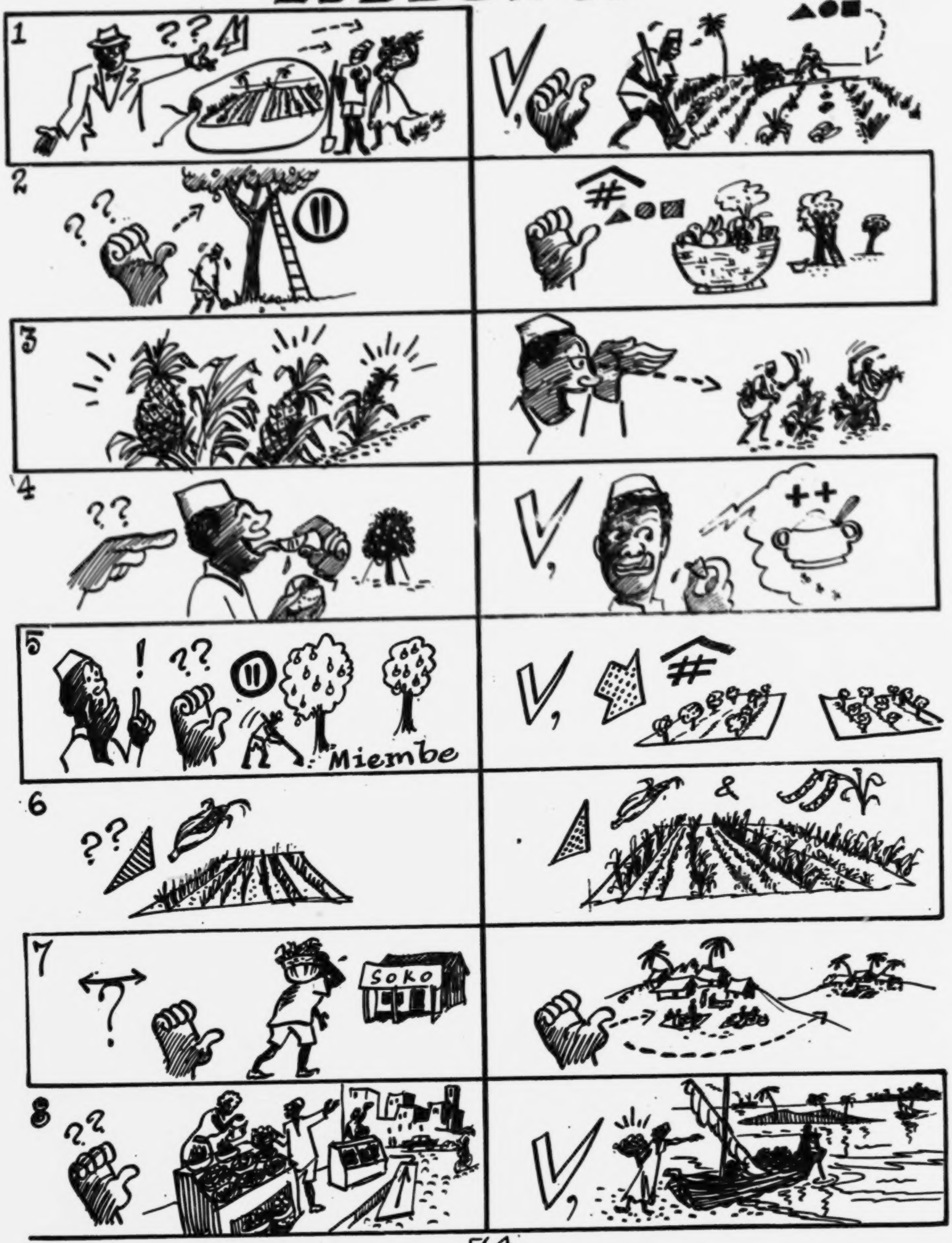
5. Say, do they grow mangoes too?
   Yes, there are many fields with mangoes.

6. Is this a corn field?
   That's a field for corn and beans.

7. Where do they sell their crops?
   They have small markets in the villages.

8. Do they sell fruit in the big cities?
   Yes, even in distant lands.

LESSON 38


1
2
3
4
5
Miembe
6
&
7
SOKO
8

2nd PERIOD

SWAHILI DIALOGUE

1. Mashamba haya yote ni ya wenyeji?
Ndio, wanapanda mimea mbalimbali.

2. Wanapanda matunda pia?
Wanapanda matunda ya aina nyingi.

3. Mananasi yanaota vizuri hapa?
Angalia kule, watu wanavuna mananasi.

4. Umepata kuonja machungwa yao?
Ndio, ni matamu kweli.

5. Je, wanapanda maembe vilevile?
Ndio, kuna mashamba mengi ya maembe.

6. Shamba hili ni la mahindi?
Hilo ni la mahindi na maharagwe.

7. Mavuno yao wanauza wapi?
Wana masoko madogo katika kijiji.

8. Wanauza matunda katika miji mikubwa?
Ndio, hata katika nchi za mbali.

PATTERN DRILL I

Step 1.

1. Repetition Drill

a. Mimi nina shamba.
Mimi nina shamba.

embe, nanasi, ua, tunda.

b. Wanataka kuvuna mahindi.
Wanataka kuvuna mahindi.

matunda, maua, machungwa, mananasi.

c. Tajiri aliwapa shamba hili.
Tajiri aliwapa shamba hili.

tunda, chungwa, nanasi, ua.

d. Ninauza matunda haya.
Ninauza matunda haya.

mashamba, maua, maembe, mananasi.

e. Ninataka kununua tunda lile.
Ninataka kununua tunda lile.

ua, chungwa, embe, nanasi.

f. Atapeleka mananasi yale sokoni.
Atapeleka mananasi yale sokoni.

matunda, maua, machungwa, mahindi.

2. Substitution Drill

a. ua.
Anataka kupanda --
Anataka kupanda ua.

matunda, mchungwa, mwembe, minanasi.

b. ua
Tulinunua -- zuri.
Tulinunua ua zuri.

embe, tunda, chungwa, nanasi.

c. mananasi
Walivuna -------- makubwa.
Walivuna mananasi makubwa.

maua, maembe, matunda, machungwa.

d. Tunda
----- hilo linapendeza.
Tunda hilo linapendeza.

ua, nanasi, embe, chungwa.

e. mashamba
Watauza -------- haya madogo.
Watauza mashamba haya madogo.

matunda, mananasi, maua, maembe.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wanauza mananasi matamu?
2nd: Ndio, wanauza mananasi matamu.

matunda, maembe, machungwa.

b. 1st: Tutaleta embe hili kubwa?
2nd: La, leteni lile dogo.

tunda, nanasi, embe, chungwa.

c. 1st: Maembe hayo hayatoshi?
2nd: Hayo hayatoshi kabisa.

mashamba, mahindi, maharagwe, mananasi.

d. 1st: Tunda hilo ni tamu?
2nd: Ni tamu kama sukari.

nanasi, chungwa, embe.

e. 1st: Watauza wapi maembe haya?
2nd: Watauza maembe haya sokoni.

matunda, maharagwe, maua, mananasi.

5th PERIOD

RECOMBINATION DRILL

LESSON 38

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mnataka maziwa mazuri?
   Tunataka maziwa mengi mazuri.

   matunda, maji, maharagwe, mahindi.

b. Alinunua tunda kubwa?
   Alinunua tunda dogo tu.

   nanasi, shamba, embe, chungwa.

c. Maembe haya wametoka wapi?
   Maadui hawa wametoka mbali.

   maharagwe, maji, maua, matunda.

d. Atatumia jina hili kule?
   Ndio, atatumia jina hili.

   tunda, nanasi, embe, chungwa.

e. Ulinunua wapi maua yale?
   Nilinunua maua yale sokoni.

   mahindi, maziwa, matunda, maembe.

f. Unauza embe lile?
   Embe lile siuzi.

   shamba, ua, nanasi, chungwa.

g. Utapeleka maua hayo?
   Sitapeleka maua hayo.

   maharagwe, matunda, mananasi, maembe.

6th PERIOD SITUATIONAL APPLICATION LESSON 38

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wenyeji wengi wamepanda mimea mbalimbali katika mashamba yao. Walipanda wakati wa mvua na mimea ilotokea na kuota vizuri. Sasa wanajitayarisha kwa mavuno.

Katika shamba moja kuna mahindi na maharagwe. Wengine wanatunza matunda vilevile na kuna miti ya matunda, hasa michungwa na miembe. Kutoka miti hiyo wanavuna machungwa na maembe. Wenyeji wengine wamepanda nanasi na sasa wanavuna mananasi matamu.

Wenyeji wanakaa katika kijiji kidogo hapa karibu na wanapeleka mavuno sokoni kwa lori. Kule sokoni wanunuzi watapeleka matunda yale makubwa na mazuri katika soko kubwa la Nairobi. Labda mengine watayapeleka katika nchi ya mbali.

Step 2. Questions based on the above narration:

Nani amepanda mimea?
Walipanda mimea ya namna gani?
Walipanda wakati gani?
Mimea iliota vizuri?
Wanajitayarisha kufanya nini?

Walipanda mahindi pamoja na nini?
Kutoka michungwa watavuna nini?
Kutoka miembe watavuna nini?
Walipanda matunda gani tena?
Hayo yalikuwa matamu?

Wenyeji wanakaa wapi?
Wanapeleka wapi mavuno?
Watayapeleka kwa njia gani?
Wanunuzi watapeleka wapi matunda?
Unafikiri mengine yatakwenda mbali?

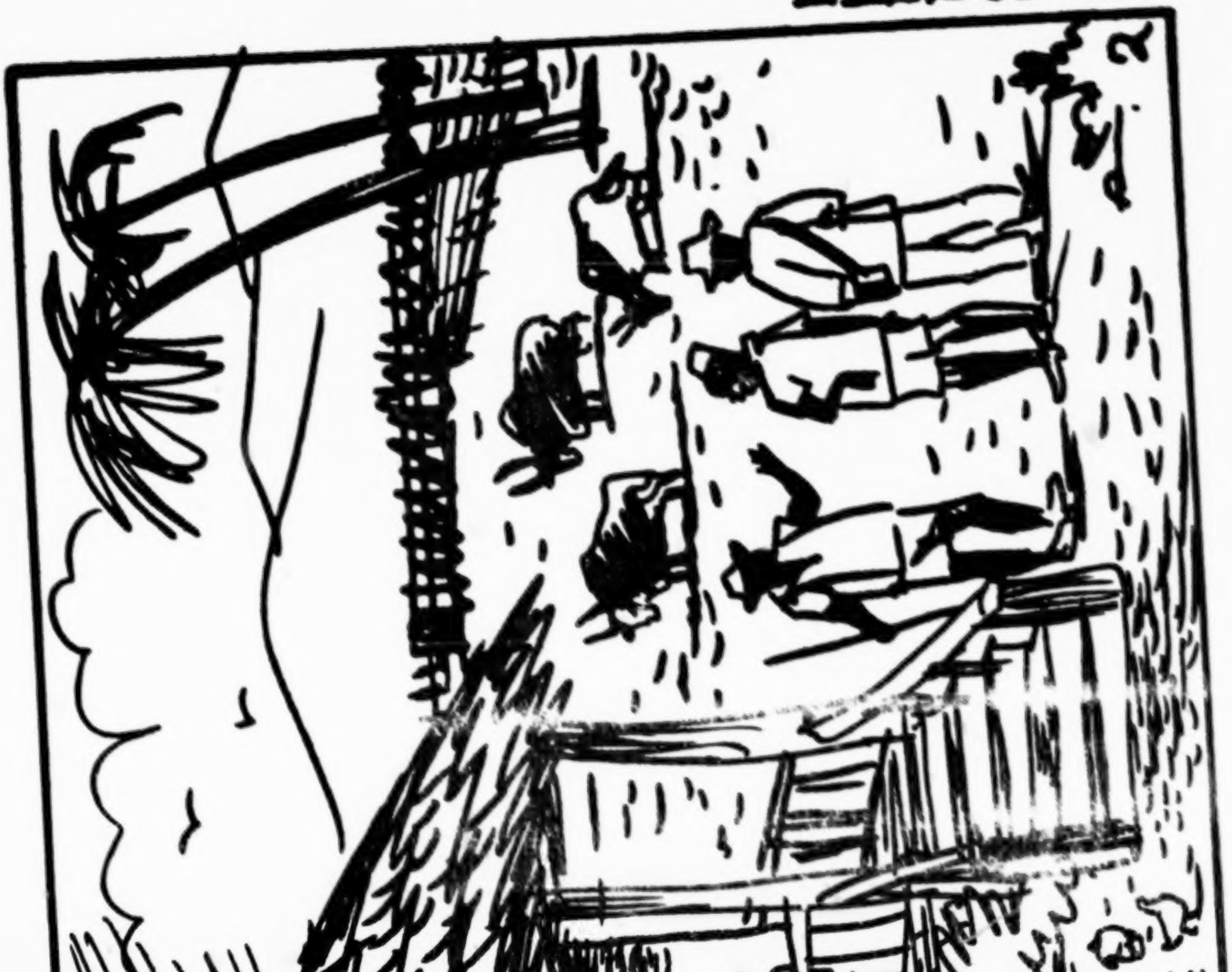
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 39

LESSON 39



PERCEPTION DRILL

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the past negative tense.

a. Hakuweza.
Hakuenda.
Hakufanya.
Hakutaka.

b. Hawakufuga.
Hawakupika.
Hawakuona.
Hawakufuatana.

c. Sikutembelea.
Sikufurahi.
Sikupata.
Sikuonyesha.

d. Hatukupenda.
Hatukuja.
Hatukula.
Hatukunywa.

e. Hukumaliza.
Hukurudi.
Hukuandika.
Hukutembelea.

f. Hamkufuatana.
Hamkukutana.
Hamkushambulia.
Hamkupigana.

2. Semantic drills.

a. Anafuga kuku.
Mayai ya kuku.
Yai la kuku.

b. Walipungua mia.
Hawakupungua mia.
Mavuno yalipungua.

c. Alitutembelea.
Alimtembelea.
Anatembelea jirani.

d. Bibi anapika chakula.
Mama anapika wali.
Alitupikia nyama.

e. Tulikutana njiani.
Walikutana mjini.
Hawakukutana leo.

f. Bwana Kagema.
Bwana na Bibi.
Bibi Kagema.

g. Mia mbili.
Hawakupungua mia.
Mia na kumi.

h. Yeye ni mzuri mno.
Yeye ni mzuri sana.
Yeye ni mzuri kabisa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Did you not visit old man Salimu yesterday?
Yes, I went to visit Kagama.

2. Did your friends not go along?
We did not go together, we met at Kagemas.

3. Didn't Mr. & Mrs. Kagema welcome you well?
They welcomed us very well indeed.

4. Weren't you glad to see the many things there?
We were glad to see many things.

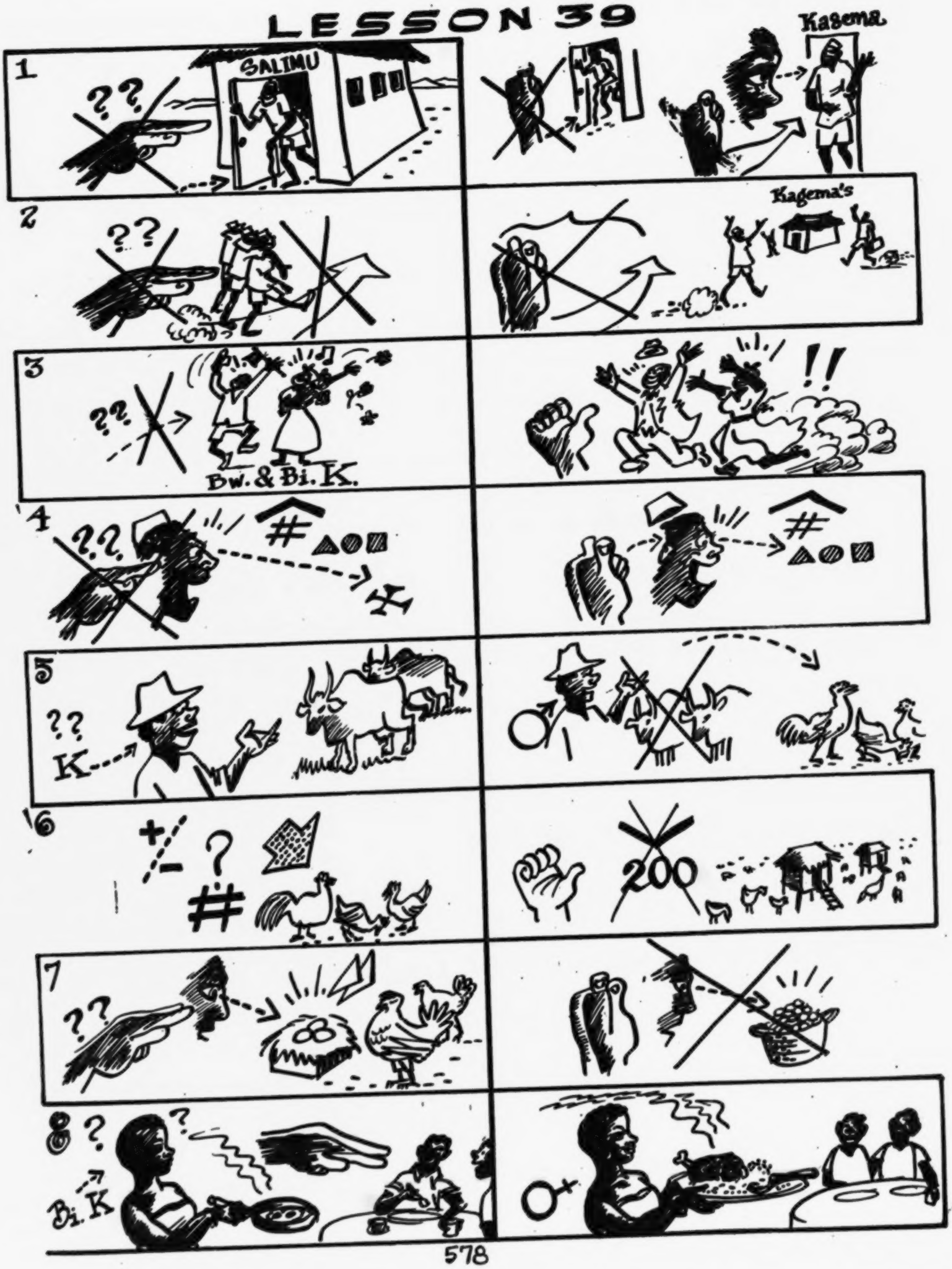
5. Did Kagema show you his cattle?
He didn't show us cattle, only the chickens.

6. About how many chickens were there?
There were no less than 200.

7. Did you see the eggs these chickens laid?
We did not see many eggs.

8. Did Mrs. Kagema cook some eggs for you?
She cooked meat and rice for us.

LESSON 39


1
SALIMU
Kagema
2
Kagema's
3
Bw. & Bi. K.
4
5
K
6
200
7
8
Bi. K

1. Hukumtembelea mzee Salimu jana?
   Ndio, nilikwenda kumtembelea Kagema.

2. Hukufuatana na rafiki yako?
   Hatukuenda pamoja, tulikutana kwa Kagema.

3. Bwana na Bibi Kagema hawakukaribisha ninyi?
   Walitukaribisha vema sana.

4. Hamkufurahi kuona vitu vingi huko?
   Tulifurahi kuona mambo mengi.

5. Kagema aliwaonyesheni ng'ombe zake?
   Hakutuonyesha ng'ombe, alituonyesha kuku tu.

6. Kuku hawa walikuwa wangapi?
   Hawakupungua mia mbili.

7. Mliona mayai ya kuku hawa?
   Hatukuona mayai mengi mno.

8. Bibi Kagema aliwapikieni mayai?
   Alitupikia nyama na mchele.

Step 1.

1. Repetition Drill

a. Sikumtembelea jana.
Sikumtembelea jana.

ona, piga, onyesha, pendeza.

b. Hukuwapikia kitu.
Hukuwapikia kitu.

onyesha, kupa, uliza.

c. Hakupeleka mayai.
Hakupeleka mayai.

pika, uza, kula, nunua.

d. Hatukuona kuku.
Hatukuona kuku,

kula, uza, chukua, pata.

e. Hamkuuliza maswali.
Hamkuuliza maswali.

jibu, andika, soma, ona.

f. Hawakuchukua mikeka.
Hawakuchukua mikeka.

safisha, uza, nunua, pata.

2. Substitution Drill

a. Sikupenda
--------- nyama.
Sikupenda nyama.

kula, pata, maliza, choma.

b. Hukuandika
---------- barua.
Hukuandika barua.

pata, ngojea, fungua, tazama.

c. Hakubomoa
--------- nyumba.
Hakubomoa nyumba.

fagia, safisha, chungua, ona.

d. Hatukulima
---------- shamba.
Hatukulima shamba.

pima, taja, tambua, angalia.

e. Hamkupanga
---------- mizigo.
Hamkupanga mizigo.

rudisha, poteza, ngojea, inua.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Hukumtembelea Salimu?
2nd: Nilimtembelea jana.

ona, fukuza, ngojea, shika.

b. 1st: Hakutayarisha mayai?
2nd: Alitayarisha yote.

kula, pima, tumia, angalia.

c. 1st: Hatukufunga mlango?
2nd: Tulifunga mlango.

bomoa, tayarisha, pasua, inua.

d. 1st: Hamkufukuza wevi?
2nd: Tulifukuza wevi wote.

kamata, ona, shambulia.

e. 1st: Hawakupeleka mizigo?
2nd: Walipeleka mizigo juzi.

chukua, panga, tafuta, tayarisha.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Huoni ufunguo?
Ninaona ufunguo sasa.

taka, tafuta, peleka, chukua.

b. Hataondoka jioni?
Ataondoka kesho.

lima, fanya kazi, fika, pika.

c. Hamkupata pesa?
Tulipata pesa nyingi.

rudisha, weka, pokea, lipa.

d. Hawakununua mayai?
Walinunua mayai mengi.

kula, uza, peleka, pata.

e. Hatutafaulu leo?
Tutafaulu bila shaka.

kwenda, ondoka, tafuta, pumzika.

f. Hukutafuta mbuzi?
Nilitafuta mbuzi jana.

iba, poteza, nunua, peleka.

g. Hamtaingia nyumbani?
Tutaingia jioni.

kwenda, rudi, lala, ngoja.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mzee Salimu anaishi katika kijiji. Nilifikiri Juma alikwenda kumwamkia. Lakini yeye hakuenda kumtembelea Salimu jana, alikwenda kwa Kagema.

Kagema ni mtu tajiri. Anafuga ng'ombe wazuri sana na anapata maziwa tele. Anapeleka maziwa sokoni halafu. Vilevile ana kuku wengi wakubwa. Mayai ya kuku hawa ni makubwa.

Juma alifika kwa Kagema pamoja na rafiki zake. Kagema aliwakaribisha vema sana. Bi. Kagema alitengeneza chakula kizuri. Aliwapikia nyama ya kuku na mchele. Bw. Kagema aliwaonyesha wageni wake mambo mengi, hasa kuku, Anafuga kuku wengi, labda kama mia tatu hivi. Juma alifurahi kuona yote. Labda atajaribu kufuga kuku vilevile.

Step 2. Questions based on the above narration:

Nani anaishi katika kijiji?
Juma alikwenda kumwamkia?
Alimtembelea nani basi?
Alikwenda leo au jana?
Kagema ni mtu maskini?

Kagema anafuga nini?
Anapata nini kutoko ng'ombe zake?
Anapeleka nini sokoni?
Anafuga kuku vilevile?
Mayai ni madogo na mabaya?

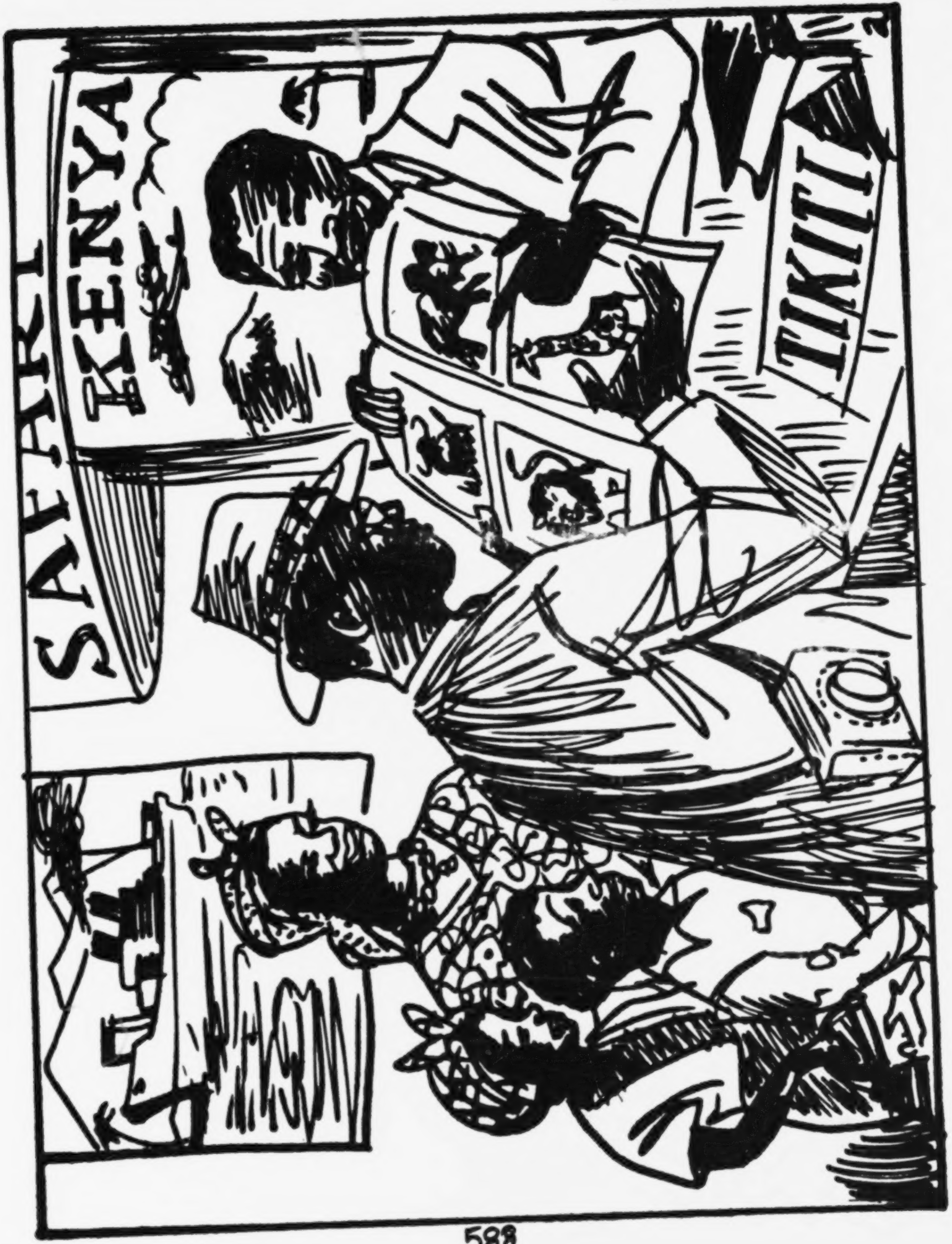
Kagema alikaribisha wageni vizuri?
Bi. Kagema alitengeneza nini?
Bw. Kagema aliwaonyesha nini?
Anafuga kuku mia ngapi?
Unafikiri Juma atafuga kuku vilevile?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 40


SAFARI
KENYA
TIKITI

1st PERIOD

PERCEPTION DRILL

LESSON 40

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the JA negative tense.

a. Sijafunga.
Sijafika.
Sijanunua.
Sijaona.

b. Hatujafunga.
Hatujafika.
Hatujanunua.
Hatujaona.

c. Hujajua.
Hujaona.
Hujatembelea.
Hujasoma.

d. Hamjajua.
Hamjaona.
Hamjatembelea.
Hamjasoma.

e. Hajaja.
Hajala.
Hajanywa.
Hajampa.

f. Hawajaja.
Hawajala.
Hawajanywa.
Hawajampa.

2. Semantic drills.

a. Hajanunua tikiti.
Amepata tikiti.
Bei ya tikiti.
Gharama ya tikiti.

b. Ruka kwa ndege.
Ruka kama ndege.
Ruka juu.
Ruka handaki.

c. Nyati ni mnyama.
Tembo ni mnyama.
Twiga ni mnyama.
Simba ni mnyama.

d. Nina nafasi.
Sina nafasi.
Ninakosa nafasi.
Sijapata nafasi.

e. Safiri kwa ndege.
Safiri kwa meli.
Safiri kwa motokaa.

f. Wakati ujao.
Mwezi ujao.
Mwaka ujao.

g. Alikata neno.
Alikata shauri.
Alikata kwa kisu.

h. Alikwisha kuona.
Alikwisha kwenda.
Alikwisha safiri.

i. Gazeti la Kiswahili.
Gazeti la Kiingereza.
Gazeti lenye picha.

j. Kupiga picha.
Kupiga ripoti.
Kupiga kelele.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

ENGLISH DIALOGUE

1. Did you get ready to travel to Kenya?

   We have not packed all things yet.

2. Are you expecting to fly?

   We have not decided yet, nor have I bought a ticket yet.

3. Did you ask the cost of a ticket to Nairobi?

   I have not asked yet, I'll go and ask tomorrow.

4. Have you read up on animals there?

   Not yet, can you tell us a little?

5. This magazine shows pictures of animals there.

   Look, here's a buffalo and an elephant.

6. I have not seen a buffalo yet, but I've seen a lion.

   Did you visit East Africa yourself?

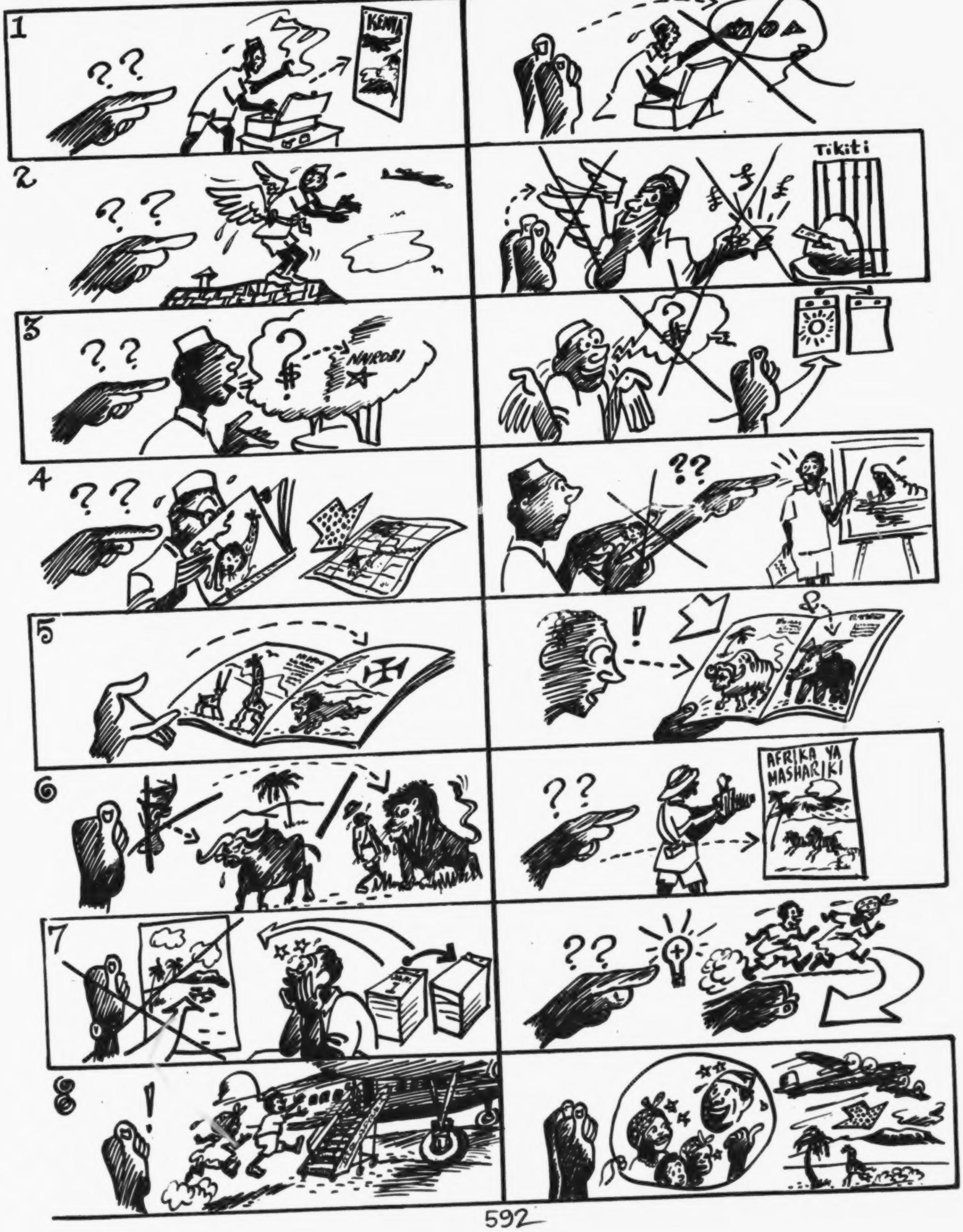
7. I have not been there yet, I hope to go next year.

   Do you know that our children are coming along?

8. I'm sure that they have not had a chance like this.

   We are all hoping to get there.

LESSON 40


1
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KENIA
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Tikiti
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3
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NAIROBI
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6
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AFRIKA YA MASHARIKI
7
??
8
!

2nd PERIOD SWAHILI DIALOGUE LESSON 40

1. Umejitayarisha kusafiri Kenya?
Bado hatujafunga mizigo yote.

2. Mnatumaini kuruka kwa ndege?
Hatujakata neno, wala sijanunua tikiti.

3. Umeuliza bei ya tikiti mpaka Nairobi?
Sijauliza, nitakwenda kuuliza kesho.

4. Mmesoma habari za wanyama wa huko?
Hatujasoma, Unaweza kutueleza kidogo?

5. Gazeti hili linaonyesha picha za wanyama wa huko.
Lo! Hapa ni nyati na tembo.

6. Mimi sijaona nyati lakini nimeona simba.
Umetembelea Afrika Mashariki mwenyewe?

7. Sijafika huko, ninatumaini kwenda mwaka ujao.
Unajua watoto wangu watafuatana na sisi?

8. Nina hakika hawajapata nafasi kama hii.
Sote tunatamani sana kufika kule.

Step 1.

1. Repetition Drill

a. Sijafunga mizigo.
Sijafunga mizigo.

leta, pokea, rudisha, peleka.

b. Hujaona nyati.
Hujaona nyati.

kamata, winda, ua, tazama.

c. Hajatamani kuwinda nyati.
Hajatamani kuwinda nyati.

rudi, safiri, endelea, taka.

d. Hatujafagia nyumba.
Hatujafagia nyumba.

nunua, bomoa, ona, tafuta.

e. Hamjasafiri Kenya.
Hamjasafiri Kenya.

rudi, ishi, fika, ondoka.

f. Hawajasoma vitabu.
Hawajasoma vitabu.

nunua, tafuta, pata, panga.

2. Substitution Drill

a. Sijamwona
--------- kijana huyo.
Sijamwona kijana huyo.

uliza, fundisha, tuma, ambia.

b. Hujanieleza
----------- kazi.
Hujanieleza kazi.

fundisha, onyesha, andika.

c. Hajanunua
--------- viatu.
Hajanunua viatu.

safisha, ona, peleka, uza.

d. Hawajakuona.

Hawajakuona.

uliza, tuma, onya, fundisha.

e. Hamjatupa
--------- chakula.
Hamjatupa chakula.

tafuta, pika; uza, peleka.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the questions and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mke wako amefunga mizigo?
2nd: Hajafunga mizigo.

nunua, peleka, uza, leta.

b. 1st: Umeona wanyama hao?
2nd: Sijaona wanyama hao.

ua, winda, fukuza, tazama.

c. 1st: Mmenunua tikiti?
2nd: Hatujanunua tikiti.

uza, pata, onyesha, andika.

d. 1st: Wamekueleza habari yote?
2nd: Hawajanieleza bado.

uliza, fundisha, ambia.

e. 1st: Umesoma gazeti leo?
2nd: Sijasoma gazeti.

ona, nunua, uza, pata.

5th PERIOD

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ametuambia nini?
Hajatuambia kitu.

kupa, eleza, uliza, onyesha.

b. Umeona nyati?
Sijaona nyati.

ua, winda, tazama.

c. Mmemaliza kusoma?
Hatujamaliza kusoma.

anza, kata neno, jifunza, jua.

d. Hawakukusaidia jana?
La, hawakunisaidia.

piga, fundisha, ona, tafuta.

e. Hamjakunywa dawa?
Hatujakunywa dawa.

pata, leta, nunua, peleka.

f. Wamesafisha nyumba?
Hawajasafisha nyumba.

fagia, nunua, uza, bomoa.

g. Hajapata chakula?
Hajapata chakula.

pika, kula, leta, kosa.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Bw. na Bi. Brauni wanajitayarisha kusafiri Kenya. Bado hawajafika kule. Wanajua kwamba ni mbali na gharama ni kubwa. Hivyo baba hajakata neno kama watasafiri kwa ndege au kwa meli. Sijui, lakini ninafikiri wataruka kwa ndege sababu hawana nafasi kukaa siku nyingi.

Bw. Brauni hajanunua tikiti, lakini atanunua kesho. Sasa alitaka kusikia habari ya wanyama. Nilileta gazeti na picha kumwonyesha. Katika gazeti hilo tuliona picha ya nyati, tembo, simba, twiga na wanyama wengine. Bw. Brauni alitaka kupiga picha ya wanyama na alijitayarisha kufanya hivyo. Watoto na Bi. Brauni wanataka kuona wanyama hawa vilevile na wanafurahi kupata nafasi kama hii. Wao hawajafika Afrika bado.

Step 2. Questions based on the above narration:

Nani anajitayarisha kusafiri Kenya?
Walifika Afrika safari nyingine?
Gharama ya safari itakuwaje?
Baba alikata neno ya safari kabisa?
Wataruka kwa ndege?

Kwa nini watasafiri kwa ndege?
Bw. Brauni amekwisha nunua tikiti?
Atanunua lini tikiti?
Alitaka kusikia habari gani sasa?
Kuna nini katika gazeti?

Waliona picha za wanyama gani?
Bw. Brauni alitaka kuwinda?
Alijitayarisha kufanya nini hasa?
Watoto na Bi. Brauni walitaka nini?
Wamekwisha fika Afrika safari nyingine?

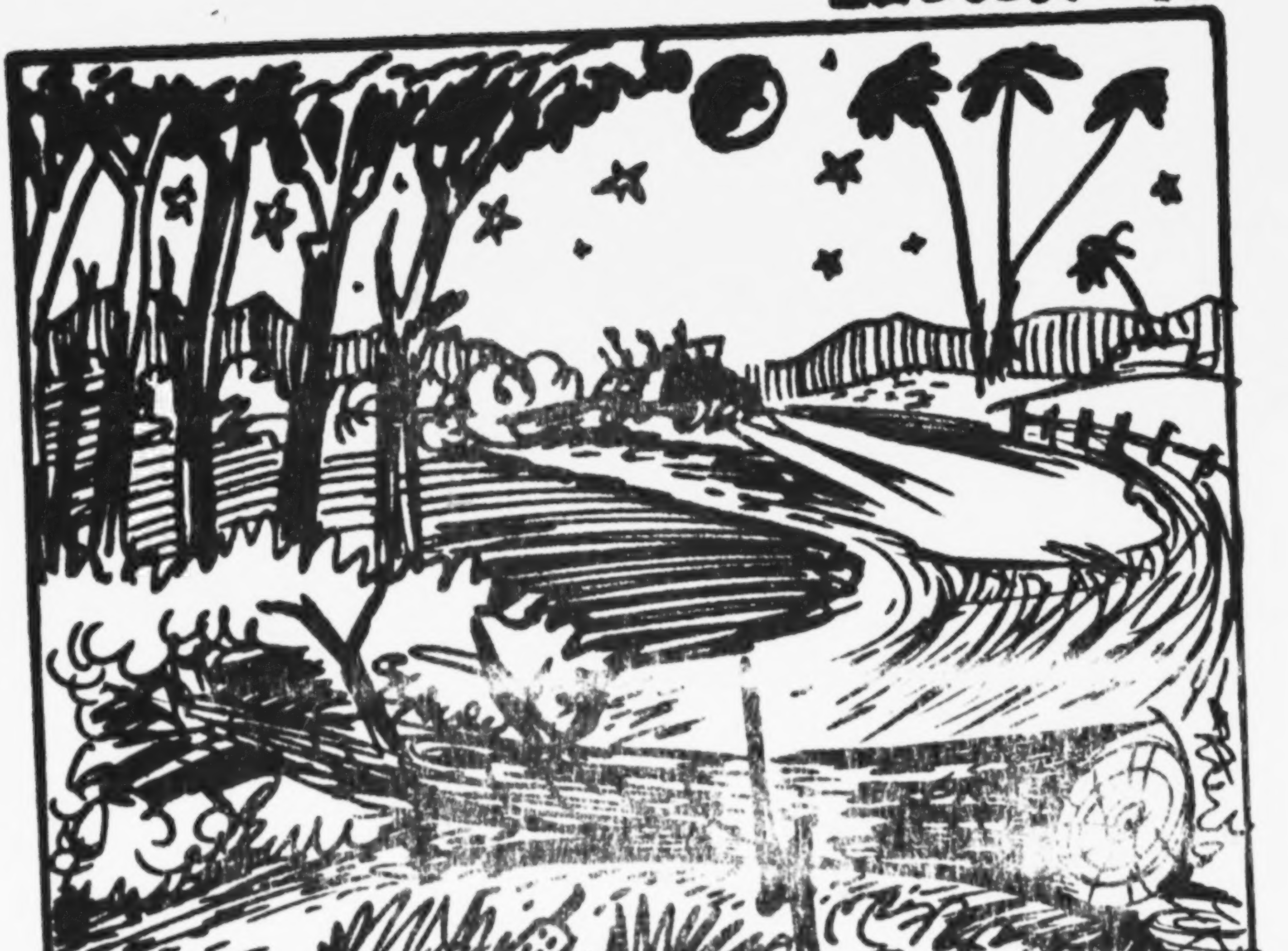
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI BASIC COURSE

LESSON 41

LESSON 41



1st PERIOD ## PERCEPTION DRILL **LESSON 41**

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on negative tenses - generalization.

a. Anapenda.
Anampa.
Anakula.
Anakunywa.

b. Hapendi.
Hampi.
Hali.
Hanywi.

c. Tutakuja.
Tutachukua.
Tutashambulia.
Tutashinda.

d. Hatutakuja.
Hatutachukua.
Hatutashambulia.
Hatutashinda.

e. Nilipata.
Niliweza.
Nilijua.
Nilijifunga.

f. Sikupata.
Sikuweza.
Sikujua.
Sikujifunga.

g. Wamemwambia.
Wamempa.
Wamemwona.
Wamemrukia.

h. Hawajamwambia.
Hawajampa.
Hawajamwona.
Hawajamrukia.

2. Semantic drills.

a. Alilala chini.
Alilala kitandani.
Alilala kifudifudi.

b. Upepo baridi.
Upepo unavuma.
Upepo mkali.

c. Anavaa kofia.
Kofia ya kawaida.
Kofia ya chuma.

d. Waliogopa mtego.
Waliogopa adui.
Waliogopa wanyama.

e. Walisimamisha adui.
Walirukia adui.
Walipigana na adui.

f. Mabeti ya askari.
Mabeti mengi.
Mabeti begani.

g. Jicho jeusi.
Jicho kubwa.
Jicho langu.

h. Macho meusi.
Macho makubwa.
Macho yangu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 41

1. Is it midnight now?

Yes, a cold wind blows from the mountain.

2. Are you going to the concealment to spy on the enemy?

We'll leave soon and we'll hide ourselves by the road.

3. Will you wear green colored garments?

Yes, we'll also wear steel helmets.

4. Are you taking pistols and machine guns?

Yes, and we'll strap the equipment on our shoulders.

5. You'll wait quietly there by the road?

Yes, we'll lie face downward in the grass and watch.

6. Will the enemy come in a motor vehicle?

Yes, we'll put a large log across the highway.

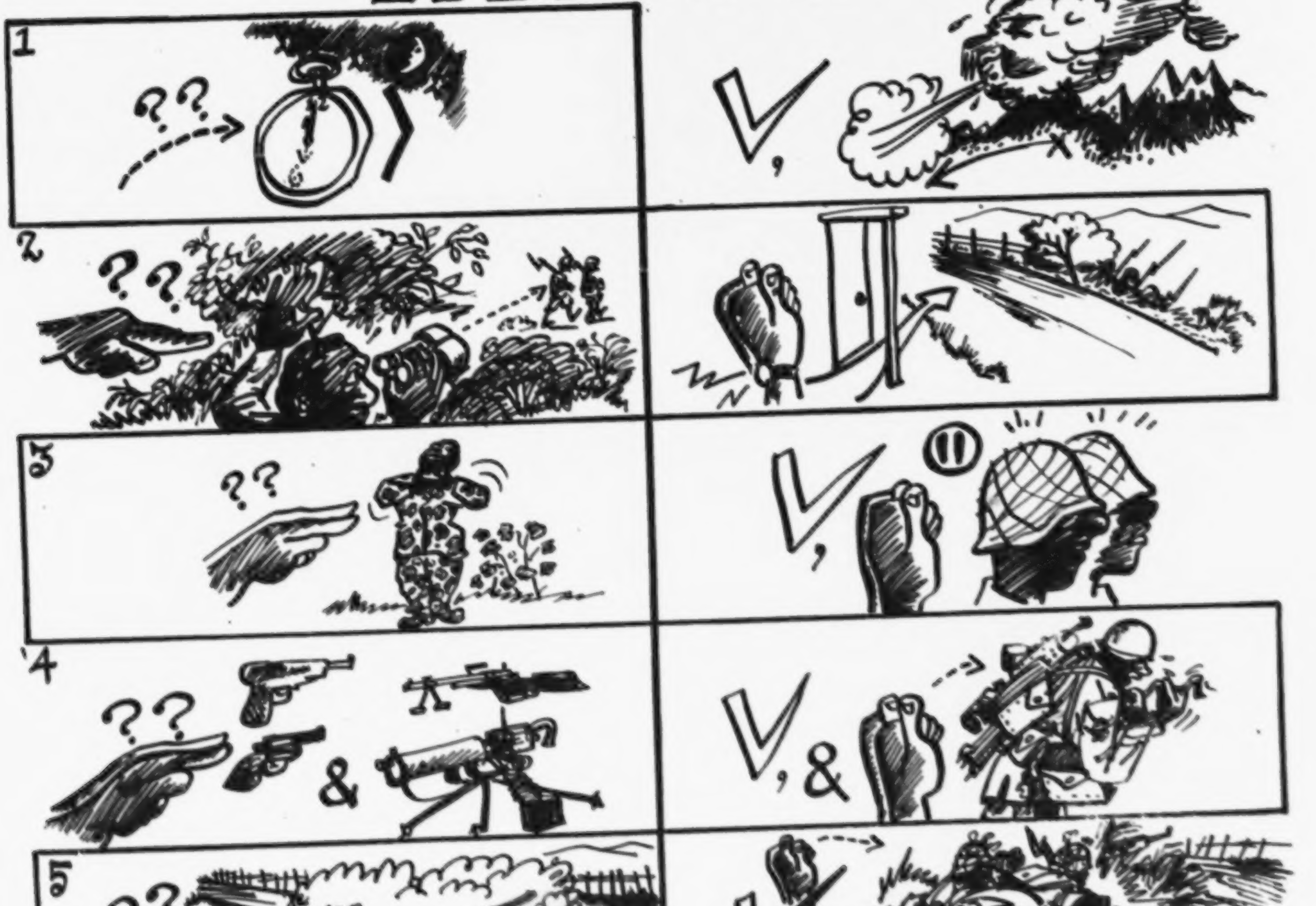
7. Will the enemy not suspect a trap and retreat?

We'll get a chance to leap on them and overpower them.

8. Don't you think that they will overpower you?

Our soldiers are brave and they know their job.

LESSON 41


1
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V,
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V,
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V, &
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V,
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ADUI
V,
7
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8
??
&

1. Sasa ni saa sita usiku?

   Ndio, upepo wa baridi unavuma kutoka milimani.

2. Mtakwenda mafichoni kuvizia adui?

   Tutaondoka karibuni na tutajificha kando ya njia.

3. Mtavaa nguo za rangi ya majani?

   Ndio, tutavaa hata kofia za chuma.

4. Mtachukua bastola na bunduki za bombomu?

   Ndio, na tutajifunga mabeti mabegani.

5. Mtangoja kimya pale njiani?

   Ndio, tutalala kifudifudi nyasini na tutakuwa macho.

6. Adui watakuja kwa motokaa?

   Ndio, tutaweka gogo kubwa kukingama barabara.

7. Adui hawataona mtego na kurudi nyuma?

   Hapo tutapata nafasi kuwarukia na kuwashinda.

8. Hufikiri wataweza kuwashinda ninyi?

   Askari wetu ni hodari na wanajua kazi yao.

PATTERN DRILL I

Step 1.

1. Repetition Drill

a. Nitavizia adui usiku huu.
Nitavizia adui usiku huu.

ngojea, shambulia, rukia, chungua.

b. Hutaona vijana hao.
Hutaona vijana hao.

tafuta, shinda, fukuza, penda.

c. Aliondoka kuvizia adui.
Aliondoka kuvizia adui.

penda, furahi, kataa, rudi.

d. Hatukulala usiku mzima.
Hatukulala usiku mzima.

jifunza, cheza, soma, kula.

e. Mnachukua bastola.
Mnachukua bastola.

safisha, peleka, tumia, taka.

f. Hawatangoja barabarani.
Hawatangoja barabarani.

kwenda, simama, tembea, cheza.

2. Substitution Drill

a. Hatavizia
--------- adui jioni.
Hatavizia adui jioni.

fukuza, chungua, tafuta, shambulia.

b. Utalala
------- mjini.
Utalala mjini.

rudi, kaa, kwenda, ngoja.

c. Waliumia
-------- macho.
Waliumia macho.

funga, kuwa, fungua, safisha.

d. Hamtabeba
--------- mabeti mabegani.
Hamtabeba mabeti mabegani.

chukua, jifunga, hitaji, weka.

e. Hawakuweka
---------- gogo barabarani.
Hawakuweka gogo barabarani.

peleka, tia, ona, rudisha.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Anaumia macho?
2nd: Ndio, anaumia macho.

fungua, funga, safisha, kuwa.

b. 1st: Hamkuvizia adui?
2nd: Hatukuvizia adui.

fukuza, ona, ua, kamata.

c. 1st: Hutapata bastola?
2nd: Sitapata bastola.

chukua, tumia, nunua, hitaji.

d. 1st: Mmevaa kofia za chuma?
2nd: Hatujavaa kofia za chuma.

tafuta, tumia, pata, rudisha.

e. 1st: Unafikiri kwenda nyumbani?
2nd: Sifikiri kwenda huko.

taka, tamani, ngojea, jitayarisha.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Hamchukui bunduki za bomubomu?
Hatuchukui bunduki.

tumia, taka, leta, pata.

b. Walivizia adui jana?
Hawakuvizia adui.

fuata, shambulia, chungua, tafuta.

c. Ataona mtego huu?
Hataona mtego huu.

fyatua, haribu, tazama, tengeneza.

d. Umevaa kofia mpya?
Sijavaa kofia mpya.

pata, chukua, nunua, rudisha.

e. Hawakuwa macho?
Walikuwa macho.

safisha, umia, funga, fungua.

f. Hatalala nyasini?
Hatalala nyasini.

kaa, simama, jificha, ngoja.

g. Mlitumia bastola?
Hatukutumia bastola.

nunua, iba, pata, leta.

SITUATIONAL APPLICATION

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kikosi kidogo cha askari zetu kilitokea usiku kabisa - saa sita usiku. Walivaa nguo rangi ya majani na kofia za chuma. Walivaa mabeti mabegani na kwa silaha walichukua bastola na bunduki ya bombomu. Hivi walikwenda kimya kwa maficho yao kando ya barabara.

Kabla ya kujificha walitia gogo kubwa la mti kukingama barabara. Hivi walikusudia kusimamisha motokaa za adui.

Walipolala kimya kifudifudi katika nyasi walisikia motokaa inakuja. Walijitayarisha kurukia adui. Walijua kwamba adui atasimama na kufikiri watafanyaje. Basi adui walipofika waliwarukia ghafla na baada ya kupigana kifupi waliwashinda na kuwafunga.

Step 2. Questions based on the above narration:

Kikosi kiliondoka saa ngapi?
Askari walivaa nini?
Walifunga nini mabegani?
Walichukua silaha gani?
Walikwenda wapi?

Maficho yalikuwa wapi?
Walitia nini barabarani?
Walikingama barabara?
Walikusudia kufanya nini?
Walifanya kelele?

Walilala kwa njia gani?
Walilala wapi?
Walisikia nini?
Walifanya nini kwa adui?
Waliwashinda?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI BASIC COURSE

LESSON 42

LESSON 42

PERCEPTION DRILL

1st PERIOD

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on indirect commands.

a. Lazima afanye.
Lazima aende.
Lazima wawe tayari.
Lazima wajiweke tayari.

b. Mwambie aende.
Mwambie afanye.
Mwambie atengeneze.
Mwambie ajifiche.

c. Waamrishe watayarishe ndege.
Waamrishe wasikilize simu.
Waamrishe wajifiche kisirisiri.
Waamrishe washambulie.

d. Anataka niamrishe.
Anataka niende sasa.
Anataka nirudi leo.
Anataka niwe tayari.

e. Niamrishe?
Niende?
Nitayarishe?
Nifanye?

f. Uwe tayari.
Awe tayari.
Tuwe tayari.
Wawe tayari.

2. Semantic drills.

a. Ndege za adui.
Ndege za vita.
Ndege za msituni.

b. Eropleni za adui.
Eropleni za bomu.
Eropleni za makombora.

c. Kuwa tayari.
Kuwa macho.
Kuwa mgonjwa.

d. Kwa siri.
Kisirisiri.
Hii ni siri.

e. Simu.
Simu ya upepo.
Habari ya simu.

f. Redio.
Habari ya redio.
Redari.

g. Vidanganya macho.
Kamuflaji.
Maficho.

h. Shinda adui.
Adui ameshindwa.
Nimeshindwa kwenda.

i. Njia ya reli.
Reli ya njia mbili.
Stesheni ya reli.

j. Gari la moshi.
Kusafiri kwa gari la moshi.
Stesheni ya gari la moshi.

k. Mzinga wa ndege.
Mzinga mdogo.
Mzinga mkubwa.

l. Kuzima moto.
Kuwasha moto.
Kusikia moto.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Is the alert system working properly?

   Yes, we had a signal that enemy planes are on the way.

2. Say, does the enemy know we erected fortifications here?

   I don't know, but we must be ready (on the alert).

3. Shall I order the airmen to get ready?

   Yes, they should ready the fighter planes.

4. Will the heavy planes carry bombs?

   Not today, we will conceal ourselves here secretly.

5. Will the camouflage be enough?

   We'll know if the enemy is unable to see us.

6. There is a double track railroad nearby, also a crossroad.

   Perhaps the enemy will attack there.

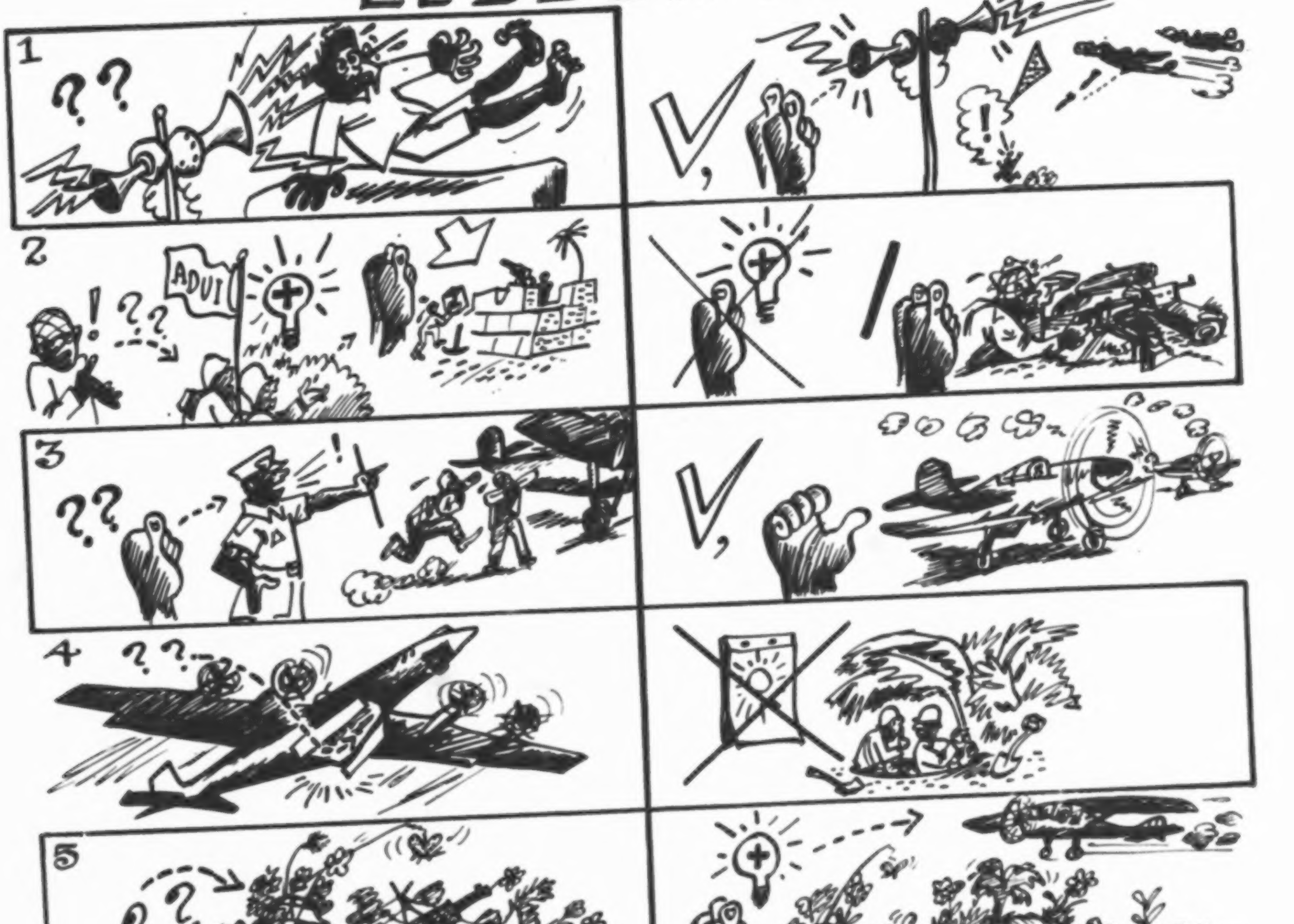
7. Everyone must be ready for an attack.

   Tell the radar men to be on the alert.

8. Should the anti-aircraft gunners be ready too?

   By all means, and also the fire fighters.

LESSON 42


1
2
ADUI
3
4
5
6
7
8
!!
&

1. Mpango wa utayari unafanya kazi vizuri?
   Ndio, tumepata simu ndege za adui ni njiani.

2. Je, adui anajua tumejenga ngome hapa?
   Sijui, lakini lazima tuwe tayari.

3. Niamrishe wanahewa wajiweke tayari?
   Ndio, watayarishe ndege za vita.

4. Eropleni kubwa zitachukua makombora?
   Si leo, tutajificha hapa kisirisiri.

5. Vidanganya macho (kamuflaji) vitatosha?
   Tutajua kama adui atashindwa kutuona.

6. Kuna reli ya njia mbili karibu, hata njia panda.
   Labda adui atashambulia hapo basi.

7. Lazima wote wawe tayari kwa mashambulio?
   Waambie wenye kusimamia redari wawe macho.

8. Wenye kutumia mizinga ya ndege wawe tayari pia?
   Hasa wao, na wenye kuzima moto vilevile.

Step 1.

1. Repetition Drill

a. Uliniamuru nifanye kazi.
Uliniamuru nifanye kazi.

pata, maliza, tunza, anza.

b. Aliamrisha tutumie makombora.
Aliamrisha tutumie makombora.

chukua, tayarisha, peleka.

c. Kapteni aliniambia niwakamate wevi.
Kapteni aliniambia niwakamate wevi.

funga, hoji, acha, fukuza.

d. Lazima wanahewa wajitayarishe.
Lazima wanahewa wajitayarishe.

jizoeza, ondoka.

e. Waambie watumie vidanganya macho.
Waambie watumie vidanganya macho.

chukua, tafute, ondoa, weka.

f. Ninataka wenye mizinga ya ndege waondoke.
Ninataka wenye mizinga ya ndege waondoke.

kimbia, rudi, kuja, pumzika.

2. Substitution Drill

a. tufanye
Ametoa amri ------- kazi.
Ametoa amri tufanye kazi.

tafuta, uliza, pata, acha.

b. mtumie
Tumeamrisha ------ makombora.
Tumeamrisha mtumie makombora.

chukua, pata, rudisha, peleka.

c. waweke
Uliwaambia ------ ngome.
Uliwaambia waweke ngome.

haribu, vunja, ondoa, tafuta.

d. mtumie
Nimesema ------ vidanganya macho.
Nimesema mtumie vidanganya macho.

ondoa, peleka, acha, haribu.

e. wapumzike
Wenye mizinga ya ndege --------- sasa.
Wenye mizinga ya ndege wapumzike sasa.

ondoka, kwenda, simama, rudi.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning)

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Umewaambia watayarishe mpango wa utayari?
2nd: Sijawaambia watayarishe.

tengeneza, jifunza, fundisha, chungua.

b. 1st: Anataka wanahewa waondoke?
2nd: Ndio, anataka waondoke.

pumzika, lala, kuwa tayari, simama.

c. 1st: Niamrishe wenye makombora wakimbie?
2nd: Ndio, waamrishe wakimbie.

rudi, toroka, endelea, ngoja.

d. 1st: Unataka eropleni kubwa ziondoke?
2nd: Ninataka ziondoke.

simama, ngoja, pumzika, kwenda.

e. 1st: Tushambulie kwenye njia panda?
2nd: Ngojeni kwanza.

kwenda, ngoja, pumzika, tafuta.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Umewaambia wajenge ngome?
La, sijawaambia.

tafuta, haribu, tayarisha, tengeneza.

b. Tushambulie vituo vya ndege sasa?
Ndio, shambulieni hivyo.

tafuta, jenga, tayarisha, tengeneza.

c. Nitumie mizinga ya ndege?
Ndio, tumia hiyo.

rudisha, peleka, haribu, weka.

d. Mliwarukia adui mara moja?
Tuliwazunguka kisirisiri.

shambulia, kamata, fukuza.

e. Wenye kuzima moto wamerudi?
Hawajarudi.

fika, pumzika, ondoka, kwenda.

f. Hamkutumia makombora?
Hatukutumia makombora.

pata, chukua, hitaji, peleka.

g. Watatafuta kwenye njia panda?
Hawatatafuta.

ona, ngoja, pumzika, lala.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Wakati wa vita ni lazima kujua kama adui atashambulia, ili askari wajiweke tayari. Hivi askari, hata na wenyeji wa nchi, wanafuata mpango wa utayari. Wenye kutunza mpango wa utayari wanapata habari kwa njia mbalimbali juu ya mashambulio ya adui. Halafu wanajulisha watu wetu kwa simu na njia nyingine kama adui ametoka kushambulia.

Kikosi chetu kimejenga ngome ndogo na wanajificha kisirisiri. Wametumia vidanganya macho ile adui asiwaone. Wanahewa wetu wako tayari kupigana kwa eropleni ndogo za vita, na eropleni kubwa ziko tayari hata na makombora. Lakini wanahewa watakaa tu bila kupigana, ili wamdanganye adui.

Sababu ya reli na njia panda karibu askari zetu wanafikiri adui atashambulia hapo. Ingawa ni hivyo, wote wako tayari, hata wenye kusimamia redari na wenye kuzima moto kama itatukia.

10

Step 2. Questions based on the above narration:

Ni lazima kujua nini wakati wa vita?
Mpango wa utayari ni nini?
Wenye kutunza mpango huo wanapata nini?
Wanawajulisha nani halafu?
Wanawajulisha kwa njia gani?

Kikosi chetu kimejenga nini?
Wanajificha wapi?
Wametumia nini?
Wanahewa wako tayari kufanya nini?
Eropleni kubwa zinachukua nini?

Wanahewa watakaa kisirisiri?
Watapigana kama ni lazima?
Kuna nini karibu?
Askari wanafikiri nini?
Nani tena ni tayari?

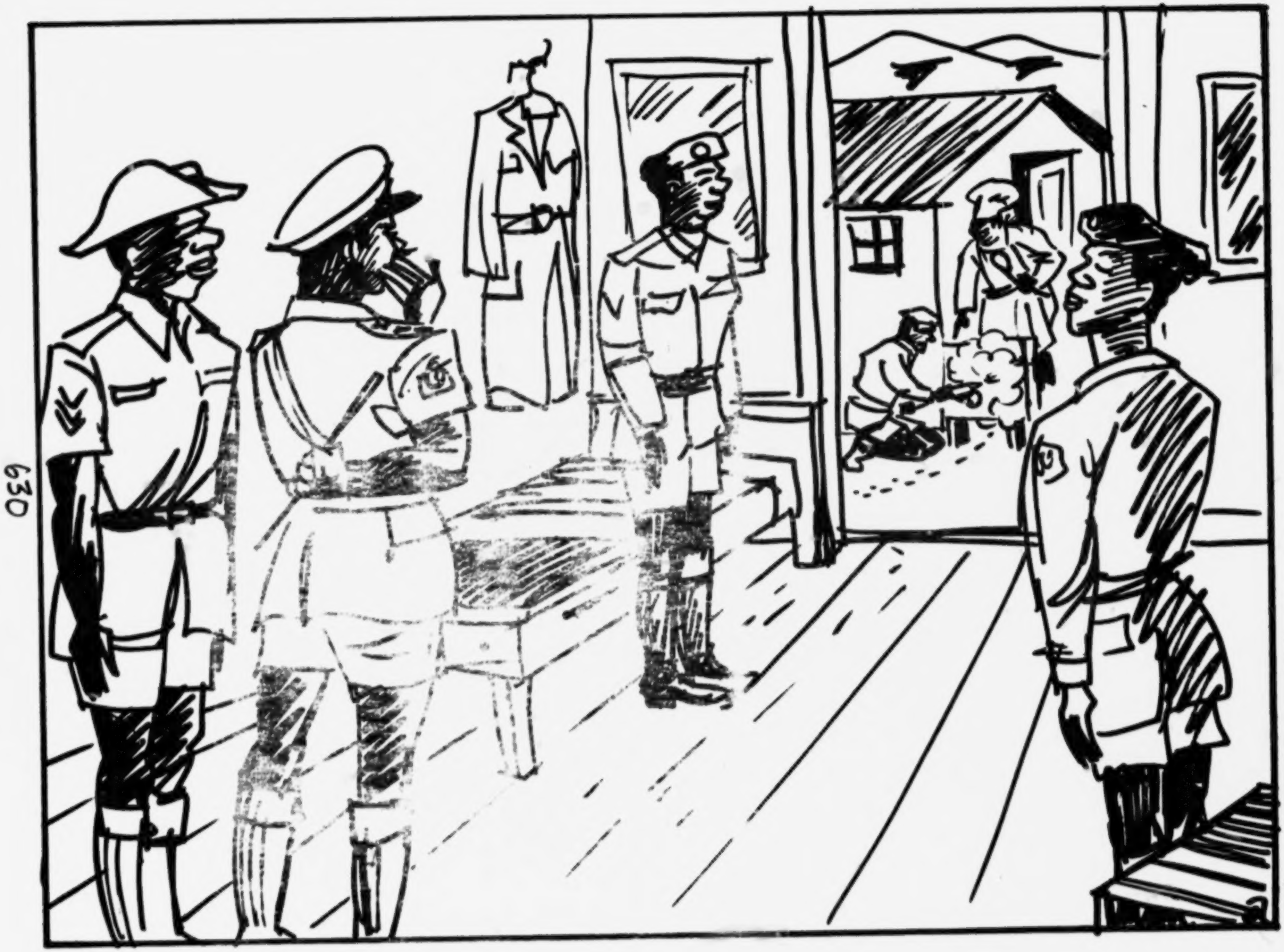
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI BASIC COURSE

LESSON 43

LESSON 43



1st PERIOD PERCEPTION DRILL LESSON 43

Note: The situational picture will be used as an aid
during this period in connection with Step 3.

Step 1. Auditory perception and comprehension..

Step 2. Oral production of minimum utterances.

1. Drill on the indirect command.

   a. Asugue vifungo.
      Asugue mshipi.
      Asugue alama za cheo.

   b. Waambie wakazane.
      Waambie wasafishe.
      Waambie wapange.

2. Drill on imperatives with future tense.

   a. Watakunja mablanketi.
      Watakunja nguo.

   b. Watatundika mablanketi.
      Watatundika kabuti.

   c. Watapiga pasi shati.
      Watapiga pasi kaptula.

   d. Watanyunyiza dawa.
      Watanyunyiza diditii.

   e. Watapiga polishi viatu.
      Watapiga polishi mshipi.

   f. Tutachoma takataka.
      Tutafagia takatal.

3. Semantic drills.

a. Chawa ni mdudu.
Kunguni ni mdudu.

b. Mainzi ni wadudu.
Mbu ni wadudu.

c. Dawa ya kuua wadudu.
Diditii ni dawa kali.
Diditii ni dawa sumu.

d. Anakwenda choo.
Anasafisha choo.
Anafagia choo.

e. Watapanga kila kitu.
Kila kitu kitapangwa.

f. Kifungo cha koti.
Kifungo cha kabuti.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Sgt.! The commander will inspect camp today.

   Very well, Sir, everything will be in good order.

2. Pass through the barracks and inspect the beds.

   They'll fold the blankets and arrange the equipment.

3. Each soldier will polish buttons, insignia and belt (buckles).

   They'll polish everything, including the boots.

4. They'll iron the pants, shirts and coats too.

   And they'll hang up their overcoats properly.

5. Spray some DDT everywhere.

   This is potent stuff for killing insects, isn't it?

6. Yes, it will kill mosquitoes, lice and bed bugs.

   We'll use it in the latrines to kill flies too.

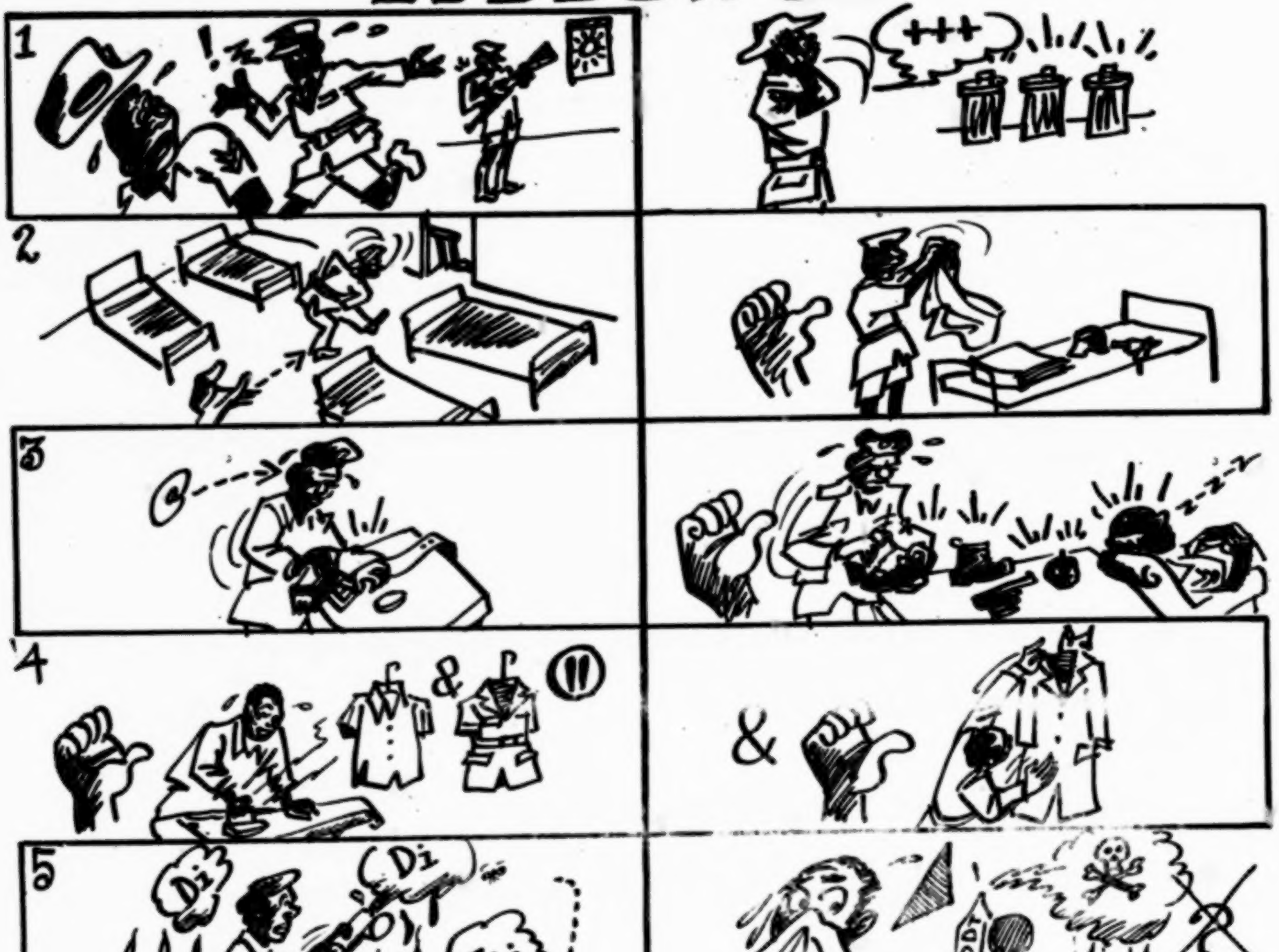
7. Those detailed to clean latrines and sweep the grounds better do their best.

   Yes, Sir, I'll follow your instructions.

8. Warn the cook to clean the kitchen well.

   O.K., and we'll burn the rubbish outside of camp.

LESSON 43


1
!
+++
2
3
4
&
!!
&
5
Di
Di
Tii
DDT
6
7
!
8
ok
&

1. Sajini! Kamanda atakagua kambi leo.
   Vizuri, Effendi, kila kitu kitapangwa sawasawa.

2. Pitia katika vibanda na kagua vitanda.
   Watakunja mablanketi na kupanga mabeti.

3. Kila askari asugue vifungo, alama za cheo na mishipi.
   Watapiga polishi kila kitu, hata viatu.

4. Watapiga pasi kaptula, shati na koti vilevile.
   Na watatundika kabuti zao sawasawa.

5. Nyunyiza dawa ya diditii (DDT) popote.
   Hii ni dawa kali ya kuua wadudu, sivyo?

6. Ndivyo, itaua mbu, chawa na kunguni.
   Tutatumia chooni kuua mainzi pia.

7. Wenye kufagia choo na kiwanja wakazane.
   Ndio, Effendi, nitafuata amri zako.

8. Mwonye mpishi asafishe jikoni vizuri.
   Vizuri, hata takataka tutachoma nje ya kambi.

Step 1.

1. Repetition Drill

a. Kamanda ametuamuru tutayarishe silaha.
Kamanda ametuamuru tutayarishe silaha.

weka, safisha, rudisha, ficha.

b. Lazima askari wasugue vifungo.
Lazima askari wasugue vifungo.

chukua, shona, tengeneza, tunza.

c. Waambie wanyunyize diditii popote.
Waambie wanyunyize diditii popote.

tia, tumia.

d. Mwonye mpishi asafishe jiko.
Mwonye mpishi asafishe jiko.

tayarisha, fagia, panga.

e. Nimemwambia afagie choo.
Nimemwambia afagie choo.

safisha, tumia, jenga.

f. Kamanda atakagua kambi leo.
Kamanda atakagua kambi leo.

tembelea, ingia, angalia.

2. Substitution Drill

a. apitie
Mwambie ------ hapa.
Mwambie apitie hapa.

fagia, ingia, toka, kuja.

b. tukunje

Ametuamrisha ------- mablanketi.

Ametuamrisha tukunje mablanketi.

safisha, leta, tumia, nunua.

c. upige pasi

Nilikuamuru ----- ---- kaptula na shati.

Nilikuamuru upige pasi kaptula na shati.

tayarisha, rudisha, panga, weka.

d. mtundike

Sajini amesema -------- kabuti sawasawa.

Sajini amesema mtundike kabuti sawasawa.

safisha, weka, tunza, vaa.

e. mtumie

Ninataka ------ diditii kuua wadudu.

Ninataka mtumie diditii kuua wadudu.

nunua, tafuta, pata, leta.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 43

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Umemwambia akague kambi?
2nd: Sijamwambia akague.

ingia, tafuta, tunza.

b. 1st: Wamepanga mablanketi na mabeti?
2nd: Nimewaambia wapange vyote.

nunua, safisha, leta, rudisha.

c. 1st: Alitumia diditii kuua mbu na chawa?
2nd: Nilimwonya atumie diditii.

nunua, leta, chukua, peleka.

d. 1st: Alisema tufagie choo?
2nd: Ndio, alisema mfagie choo.

tumia, tafuta, jenga, safisha.

e. 1st: Uliwaambia wachome takataka?
2nd: Ndio, niliwaambia.

ondoa, chukua.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wamepanga mabeti yao?
   Tumewaambia wapange mabeti.

   safisha, peleka, uza, leta.

b. Amekagua vitanda?
   Nimemwamrisha akague vitanda.

   panga, chukua, safisha, tunza.

c. Mlipata amri kutundika kabuti?
   Tulipata amri tutundike kabuti.

   chukua, uza, tunza, leta.

d. Kapteni aliamrisha tuwavizie adui?
   Ndio, aliamrisha tuwavizie adui.

   kamata, fukuza, hoji, haribu.

e. Alisema mtumie makombora?
   Ndio, alisema tutumie makombora.

   nunua, peleka, haribu, weka.

f. Alikuonya usafishe nyumba?
   Ndio, alinionya nisafishe nyumba.

   ingia, toka, fagia, bomoa.

g. Alisema mjifiche kando ya njia?
   Ndio, alisema tujifiche huko.

   kaa, simama, ngoja, lala.

6th PERIOD SITUATIONAL APPLICATION LESSON 43

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kamanda ni ofisa mkubwa. Yeye anapokagua kambi ni lazima kila kitu kuwa sawasawa kabisa. Kamanda atakuja leo na Sajini anatayarisha watu wote.

Askari katika vibanda wanatengeneza vitanda vizuri na wanakunja mablanketi sawasawa. Kila askari anasugua vifungo na mishipi, na wanapiga polishi viatu vyao vyeusi. Halafu watapiga nguo zao pasi, hasa kaptula, shati na koti. Watatundika kabuti juu ya vitanda.

Koplo atatoa amri kunyunyiza dawa ya diditii popote kuua wadudu kama chawa, kunguni, mainzi na mbu. Katika choo kuna mainzi wengi. Diditii ni dawa kali sana na sumu. Ni lazima kutumia dawa hiyo taratibu ili watu wasipate ugonjwa. Wenye kufagia kiwanja wanasafisha choo vilevile. Hiyo si kazi nzuri, lakini ni lazima kwa afya.

Mpishi atasafisha jikoni na atachoma takataka nje ya kambi.

Step 2. Questions based on the above narration:

Kamanda ni ofisa mdogo?
Atafanya nini leo?
Sajini anafanya nini sasa?
Askari wanafanya nini katika vibanda?
Nani anakunja mablanketi?

Kila askari anafanya nini na vifungo?
Wanapiga nini polishi?
Watafanya nini na nguo zao?
Kaptula, shati ni nguo za Askari?
Watatundika kabuti wapi?

Koplo atatoa amri kunyunyiza nini?
Diditii ni dawa gani?
Ni dawa ya kuua nini?
Mainzi wengi wako wapi?
Mpishi atafanya nini?

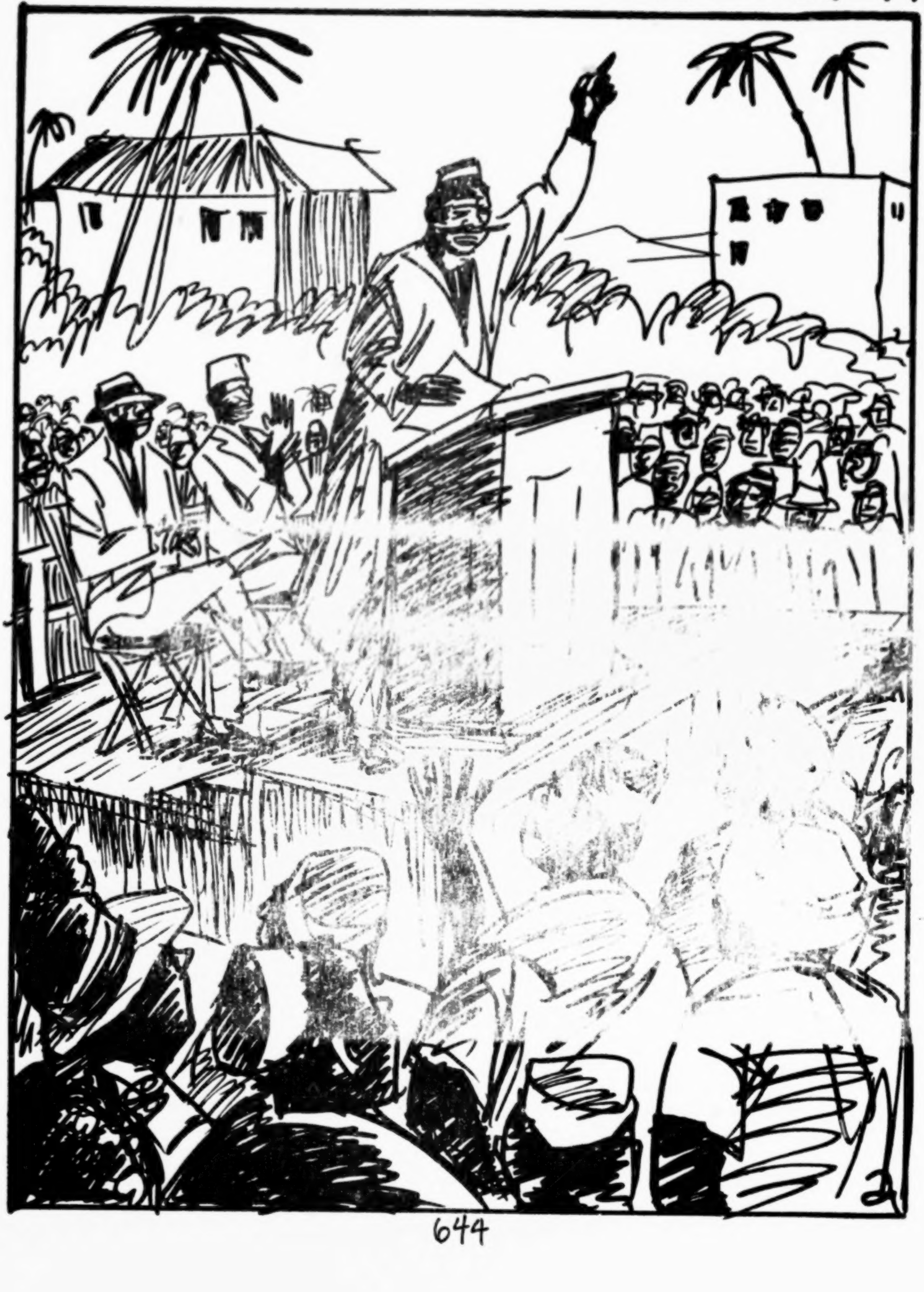
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI BASIC COURSE

LESSON 44

LESSON 44



1st PERIOD PERCEPTION DRILL LESSON 44

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on personal relative pronouns.

a. Anayevaa shati.
Aliyefungua mkutano.
Atakayefungua mkutano.

b. Waliokutanika.
Waliobaki.
Waliotoka.

c. Anayepaaza sauti.
Anayeketi.
Anayesimama.

d. Watakaokwenda.
Watakaofanya.
Watakaohutubu.

2. Semantic drills.

a. Mwenye kiti.
Mwenye kusema.
Mwenye sauti.
Mwenye neno.

b. Mwandishi.
Mwandishi mdogo.
Mwandishi anaandika.
Kitabu cha mwandishi.

c. Umati wa watu.
Umati mkubwa.
Umati wa wanachama.
Umati uliokutanika.

d. Fungua mkutano.
Ongoza mkutano.
Komesha mkutano.
Hudhuria mkutano.

e. Sauti kubwa.
Sauti ndogo.
Paaza sauti.

f. Wanachama waliotangulia.
Wanachama waliobaki.
Wanachama walioondoka.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 44

1. What are the people who are gathering there waiting for?

   They are waiting for the chairman of their society.

2. Who is that one wearing a brown shirt?

   That is the assistant secretary of the society.

3. The leaders are arriving; who are the ones who will speak?

   Those who will speak are taking their seats now.

4. Who will open the meeting?

   The chairman will open the meeting.

5. Is that he who opened the meeting last Sunday?

   Yes, watch him, he has a long moustache.

6. The meeting is beginning; will the noisemakers shut up?

   All will be quiet after a few minutes.

7. Will the crowd disperse after the meeting?

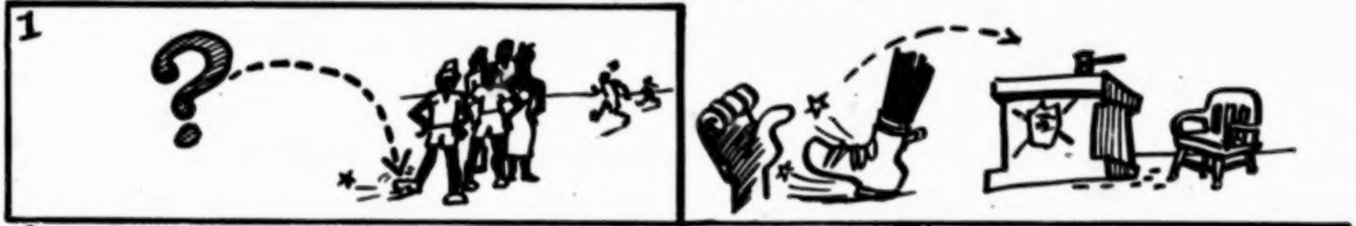
   Yes, the members who came from far away will return home.

8. Will others remain in town?

   Those who remain in town will leave tomorrow.

LESSON 44

1



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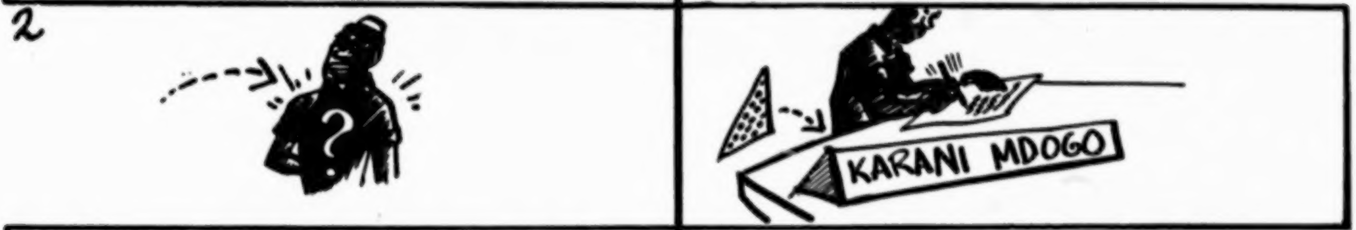
KARANI MDOGO

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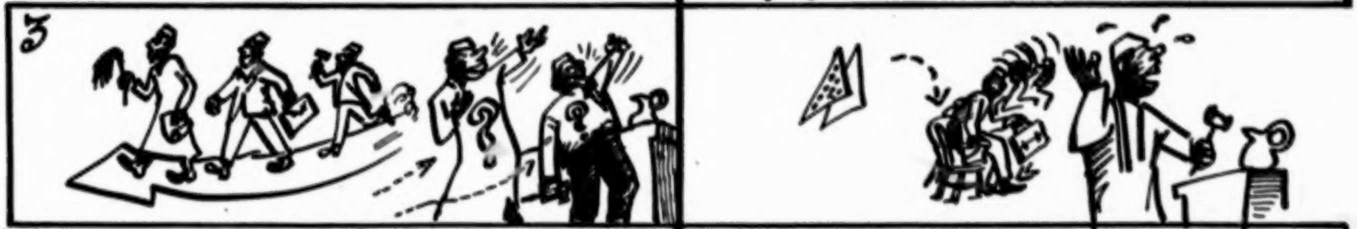

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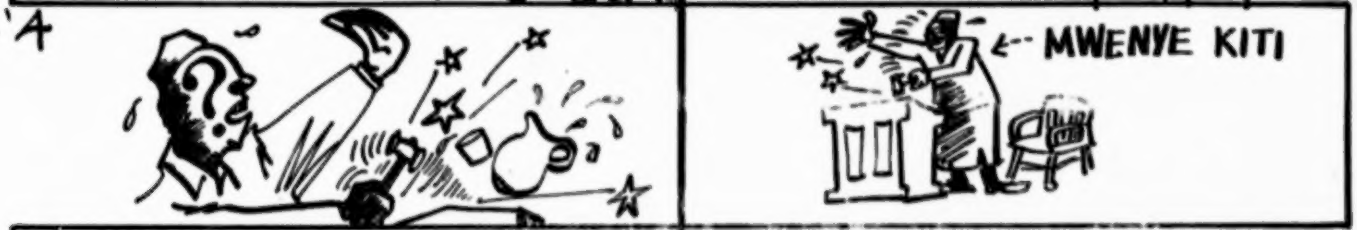
MWENYE KITI

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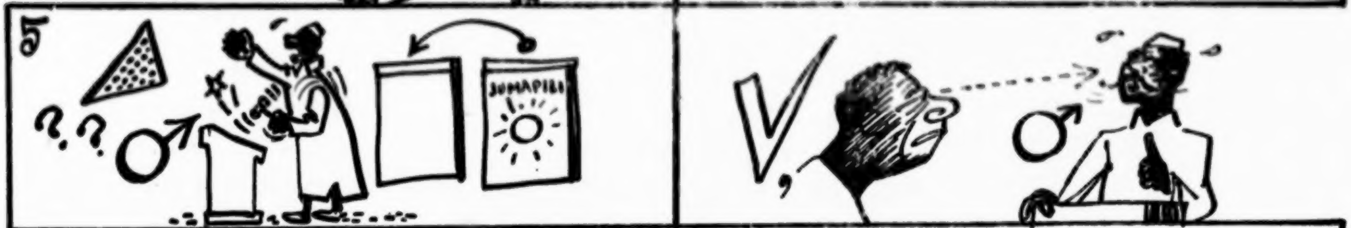

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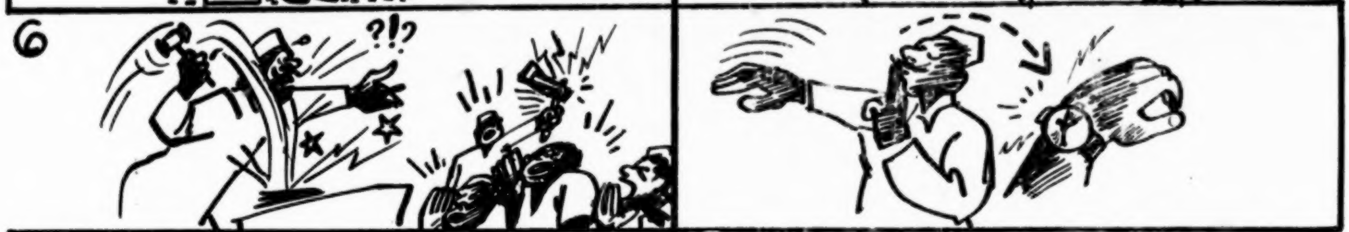

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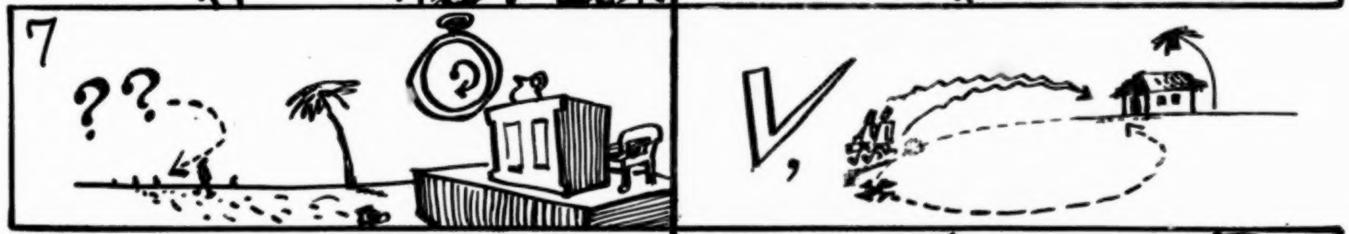

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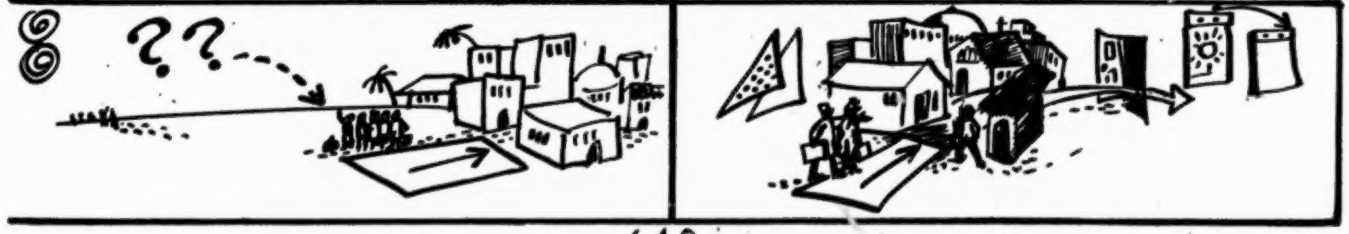

1. Watu wanaokutanika pale wanangojea nini?
Wanamngojea mwenye kiti wa chama chao.

2. Yule anayevaa shati ya hudhurungi ni nani?
Huyo ni mwandishi mdogo wa chama.

3. Viongozi wanafika; watakaohutubu ni nani?
Watakaohutubu wanashika viti vyao sasa.

4. Atakayefungua mkutano ni nani?
Mwenye kiti atafungua mkutano.

5. Ni yeye aliyefungua mkutano Jumapili iliyopita?
Ndio, mwangalie vizuri, ana masharubu marefu.

6. Mkutano unaanza; wanaopiga kelele watanyamaza?
Wote watakaa kimya baada ya dakika chache.

7. Baada ya mkutano umati utatawanyika?
Ndio, wanachama waliotoka mbali watarudi kwao.

8. Wengine watabaki mjini?
Watakaobaki mjini wataondoka kesho.

Step 1.

1. Repetition Drill

a. Kijana anayekuja ni mwalimu.
Kijana anayekuja ni mwalimu.

lima, simama, soma, kimbia.

b. Watu wanaopigana ni askari.
Watu wanaopigana ni askari.

rudi, tembea, ingia, ondoka.

c. Daktari aliyeondoka amerudi.
Daktari aliyeondoka amerudi.

faulu, anguka, toroka, hutubu.

d. Viongozi waliohutubu wameondoka.
Viongozi waliohutubu wameondoka.

simama, kuja, pumzika, fanya kazi.

e. Mwanamke atakayelima anaongea.
Mwanamke atakayelima anaongea.

shindana, saidia, fagia, andika.

2. Substitution Drill

a. waliongojea
Wakulima ---------- watafaulu.
Wakulima waliongojea watafaulu.

kutanika, hutubu, andika, burudika.

b. atakayechelewa
Mvuvi ------------- ataonekana.
Mvuvi atakayechelewa ataonekana.

iba, toroka, lalamika, rudi.

c. anayefundisha
Mwalimu ------------ ni mkubwa.
Mwalimu anayefundisha ni mkubwa.

lala, kagua, winda, ngojea.

d. waliorudi
Wanawake --------- wataondoka.
Wanawake waliorudi wataondoka.

pumzika, pika, shindana, tazama.

e. wanaowinda
Wenyeji ---------- wanafurahi.
Wenyeji wanaowinda wanafurahi.

cheza, safiri, saidia, simama.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 44

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Wanachama waliokutanika walisongana?
2nd: Walisongana sana.

ingia, sikiliza, simama, keti.

b. 1st: Atakayefungua mlango ni nani?
2nd: Atakayefungua mlango ni mpelelezi.

vunja, funga, bomoa, choma.

c. 1st: Mswahili anayeketi ni Ali?
2nd: Mswahili anayeketi si Ali.

lima, lala, tazama, kimbia.

d. 1st: Wakulima watakaorudi watafurahi?
2nd: Ndio, watafurahi.

burudika, abudu, safiri, faulu.

e. 1st: Ulimwona simba aliyekufa?
2nd: Ndio, nilimwona huyo.

kimbia, ruka, simama, lala.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Nani aliyekupiga?
Aliyenipiga ni mwivi.

tuma, ita, hoji, taja.

b. Watakaoshindana wamefika?
Hawajafika wote.

safiri, shambulia, winda, fanya kazi.

c. Watoto wanaosoma ni wavivu?
Watoto wanaosoma si wavivu.

cheza, kimbia, lala, piga kelele.

d. Watu walioshindwa wameondoka?
Walioshindwa wameondoka wote.

iba, lala, pumzika, shinda.

e. Wakili atakayefaulu anasoma?
Ndio, anasoma sasa.

ondoka, pumzika, umia, fika.

f. Mtu anayelala ni mwalimu?
Ndio, ni mwalimu.

simama, kimbia, cheka, tembea.

g. Mwivi aliyetoroka ni huyu?
Ndio, ni huyo.

iba, ingia, ruka, jificha.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Tazama umati mkubwa wa wanaume na wanawake kule kiwanjani. Wamekutanika leo kumsikiliza kiongozi wa chama. Watu waliokutanika ni wanachama wa chama cha biashara. Sasa wanamngojea mwenye kiti afungue mkutano.

Yule anayeketi sasa ni mwenye kiti. Yeye ni kiongozi hodari. Mwandishi ni yule anayevaa shati rangi hudhurungi. Wengine wanaosimama karibu ni viongozi wengine vema.

Wote wanaosema kwa sauti kubwa na kupiga kelele sasa watanyamaza. Watakaa kimya mwenye kiti atakapofungua mkutano, na atakapopaaza sauti yake.

Baada ya mkutano watu waliotoka mbali watabaki na watalala mjini usiku. Wanaokaa karibu watatangulia kuondoka leo. Hivi wote watatawanyika upesi. Mwandishi aliyeandika habari za mkutano kitabuni atabaki kusema na mwenye kiti.

Step 2. Questions based on the above narration:

Waliokutanika ni nani?
Umati wa watu ni watu wachache?

Watu wamekutanika wapi?
Waliokutanika ni wanachama?
Wanamngojea nani?

Mwenye kiti atafanya nini?
Anayeketi ni nani?
Nani hodari?
Nani anavaa shati hudhurungi?
Wanaosimama karibu ni nani?

Watu wanasema kwa sauti ndogo?
Watanyamaza baadaye?
Nani atapaaza sauti?
Waliotoka mbali watalala wapi?
Mwandishi atafanyaje?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

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DEFENSE LANGUAGE INSTITUTE

WEST COAST BRANCH

PRESIDIO OF MONTEREY, CALIFORNIA

SWAHILI

12 WEEKS COURSE

VOLUME V
LESSONS 45-55

РУССКИЙ
СРПСКОХРВАТСКИ
華 語
SHQIP
MAGYAR
日 本 語
TÜRKÇE
PORTUGUÊS
فارسی
ROMÂNĂ
УКРАЇНСЬКА
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SWAHILI

12 WEEKS COURSE

Volume V

Lessons 45-55

March 1963

DEFENSE LANGUAGE INSTITUTE
West Coast Branch
Presidio of Monterey, California

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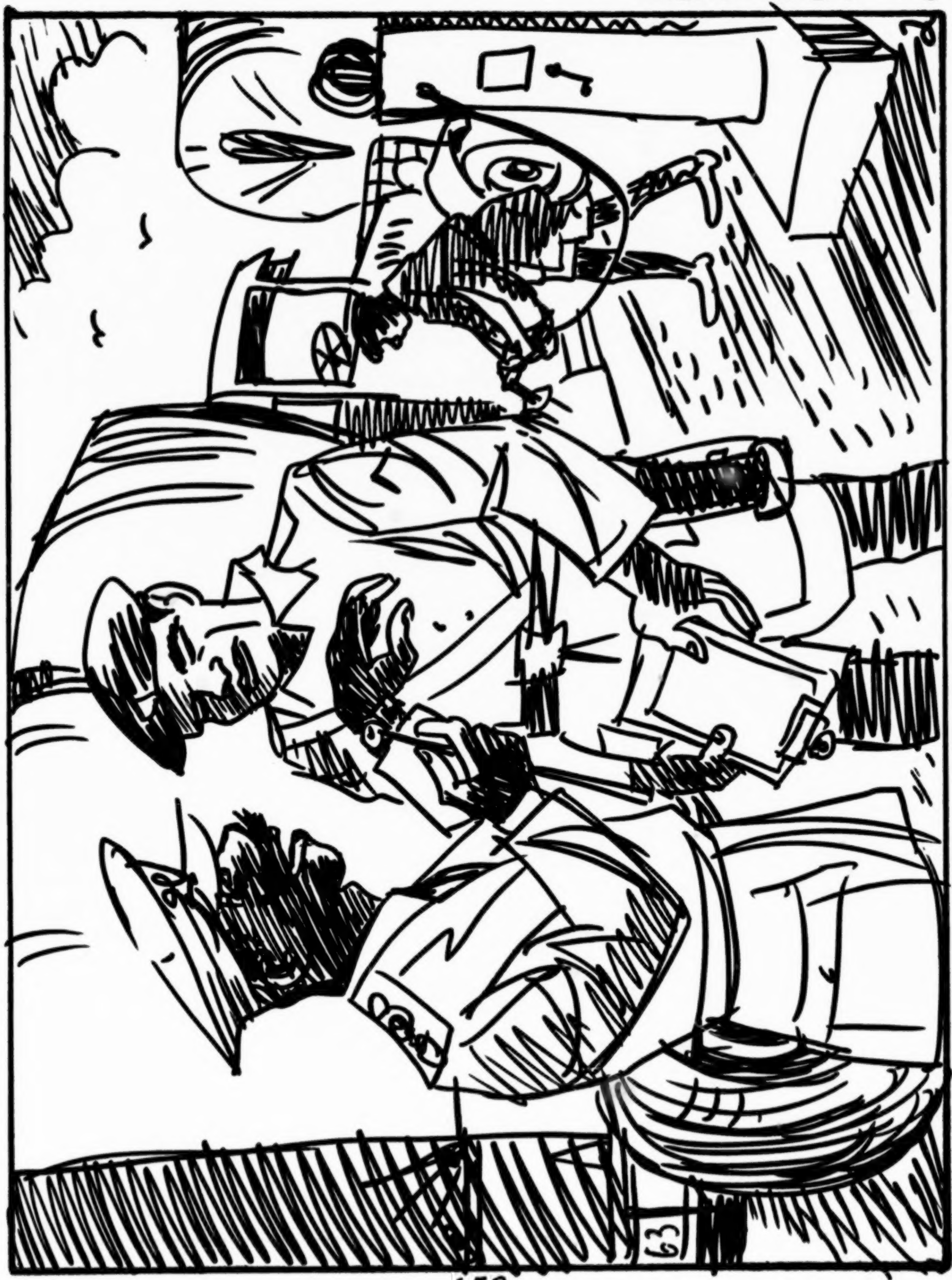
SWAHILI 12 WEEKS COURSE

LESSON 45

LESSON 45



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'A' tense.

a. Nataka tochi.
Nafuata njia.
Nachukua taa.
Nakumbuka kila mara.

b. Twalazimiwa kupita.
Twaondoka sasa.
Twahitaji jiko.
Twajaribu gari.

c. Mwakumbuka taa.
Mwajaza petroli.
Mwafahamu amri.
Mwaangalia fanusi.

d. Wafanya nini siku hizi?
Wajaribu kufika?
Watengeneza kahawa?
Wafahamu saa ya kuondoka?

2. Semantic drills.

a. Jaza tangi!
Jaza kikapu!
Jaza sanduku!

b. Tangi ya maji.
Tangi ya petroli.
Tangi ya mafuta.

c. Umefahamu nini?
Umekumbuka nini?
Umewasha nini?

d. Nuru ya taa.
Nuru ya jua.
Nuru ya mwezi.

e. Punguza kidogo.
Punguza petroli.
Punguza watu.

f. Usiku sana.
Usiku saa sita.
Usiku wa manane.

g. Giza tupu.
Maji tupu.
Ukungu tupu.

h. Endesheni kwa uangalifu.
Endesheni polepole.
Endesheni upesi.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Do we have to pass through enemy territory at night?

   Yes, it will be dangerous to show a light.

2. Corporal, do you understand that we leave at eight p.m.?

   I understand, Sir, we are filling the tanks with gas now.

3. Are you remembering to check the lights on the vehicles?

   Yes, but the moonlight will be sufficient.

4. All of you must try to get there before midnight.

   True, the mist (fog) will be heavy at that time too.

5. Are all soldiers ordered to carry a torch (flashlight)?

   Yes, but they may not flash a torch without permission.

6. Take lanterns and sufficient kerosene.

   Yes, it will be completely dark when we get to camp.

7. Do we need a stove for fixing coffee at night?

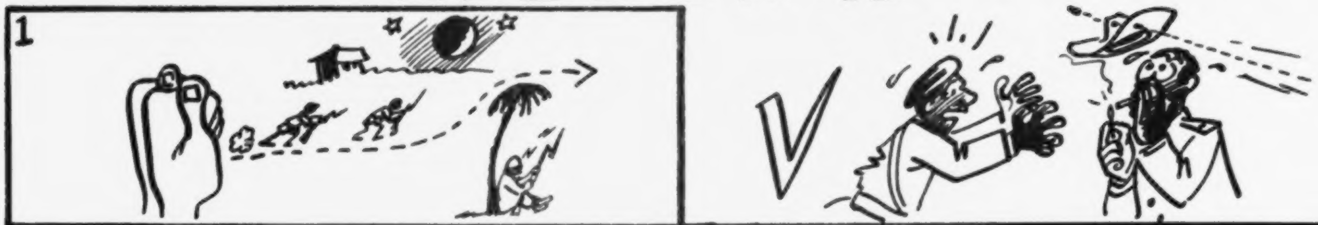
   No, carry the coffee in canteens.

8. Let every driver remember to drive with care.

   All the drivers know their job.

LESSON 45

1



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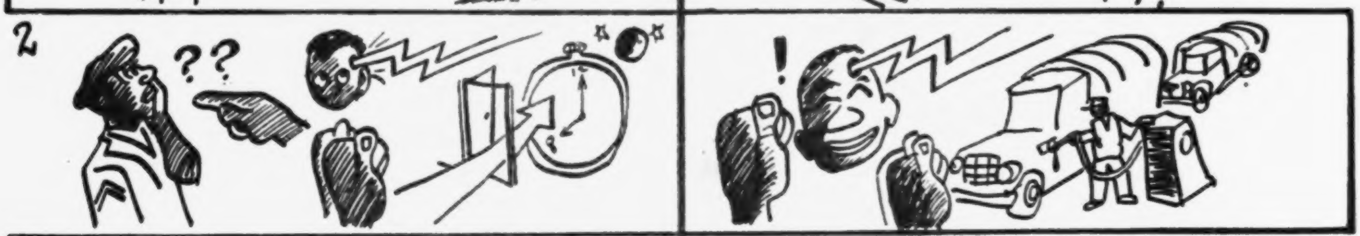

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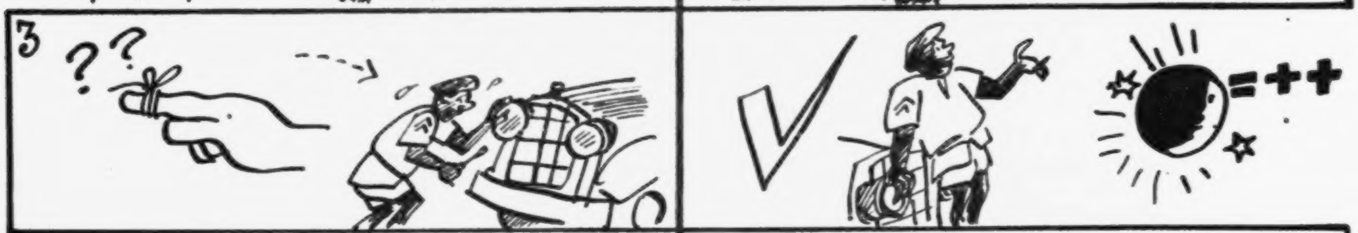

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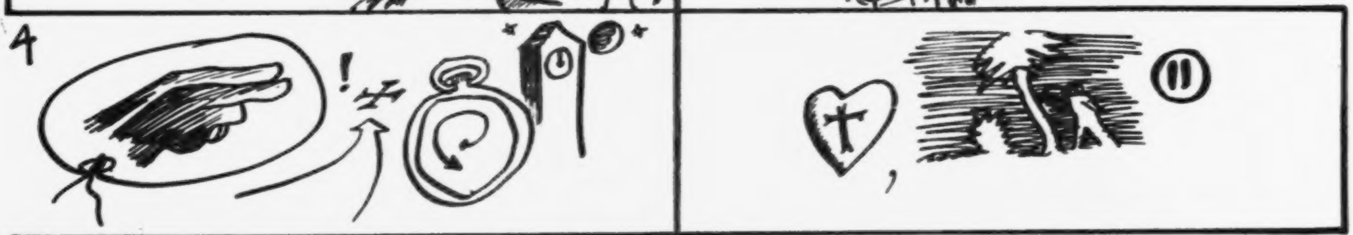

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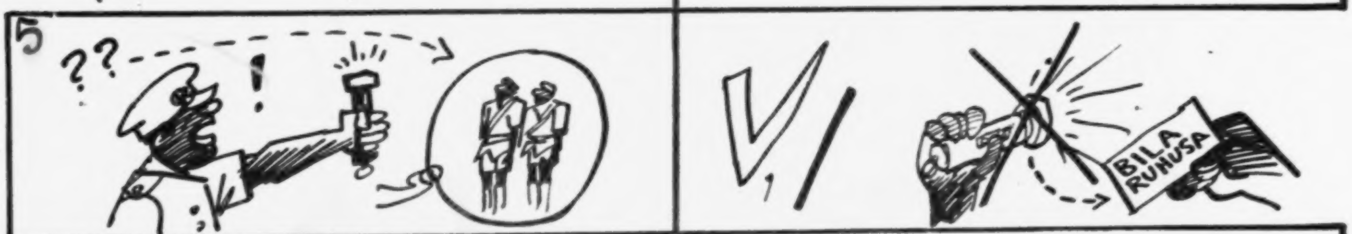
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BILA RUHUSA

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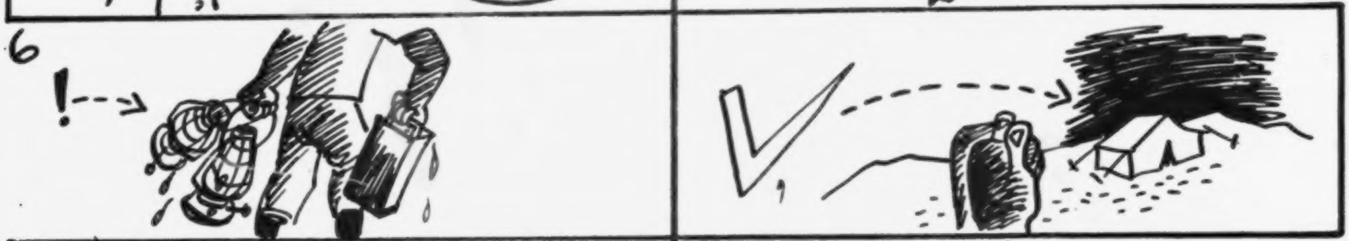

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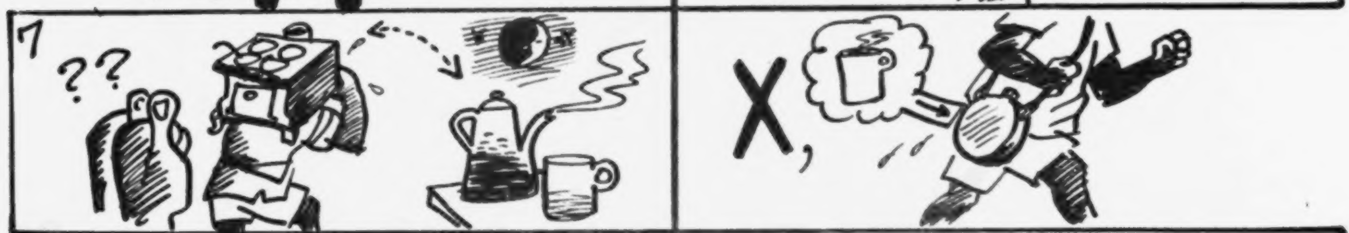

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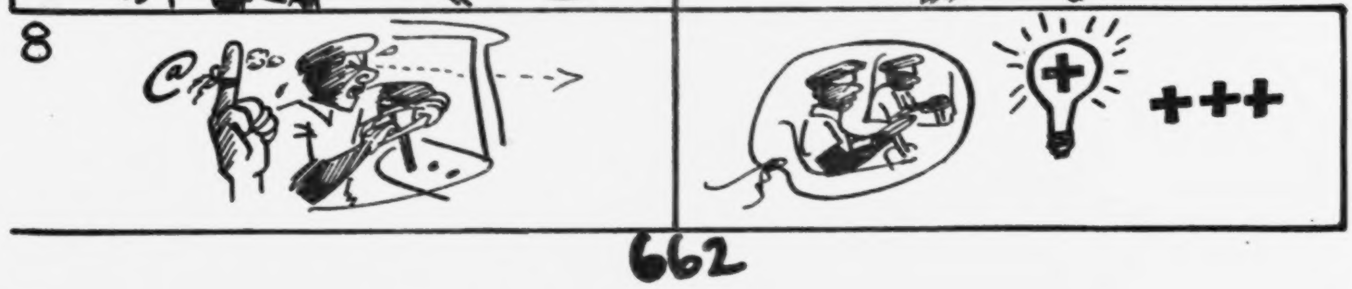


1. Twalazimiwa kupitia nchi ya adui usiku?

Ndio, itakuwa hatari kuonyesha nuru ya taa.

2. Koplo, wafahamu twaondoka saa mbili usiku?

Nafahamu, Effendi, twajaza matangi na petroli sasa.

3. Mwakumbuka kuangalia taa za magari?

Ndio, lakini nuru ya mwezi itatosha.

4. Jaribuni kufika kabla ya usiku wa manane.

Kweli, hata ukungu utazidi wakati huo.

5. Askari wote waamrishwe kuchukua tochi?

Ndio, lakini wasiwashe tochi bila ruhusa.

6. Chukueni fanusi na mafuta ya taa ya kutosha.

Ndio, itakuwa giza tupu tutakapofika kambini.

7. Twahitaji jiko kwa kutengeneza kahawa usiku?

La, chukueni kahawa katika vibuyu.

8. Kila dereva akumbuke kuendesha kwa uangalifu.

Madereva wote wajua kazi yao.

Step 1.

1. Repetition Drill

a. Twalazimiwa kuondoka sasa.
Twalazimiwa kuondoka sasa.

taka, amrishwa, furahi, tayarisha.

b. Afahamu kuangalia taa zote.
Afahamu kuangalia taa zote.

kumbuka, tumaini, taka, endelea.

c. Natazama matangi ya petroli.
Natazama matangi ya petroli.

tengeneza, haribu, toboa, jaza.

d. Mwazidi kuharibu gari.
Mwazidi kuharibu gari.

taka, tumaini, jaribu, penda.

e. Wahitaji tochi sasa.
Wahitaji tochi sasa.

tumia, chukua, haribu, tengeneza.

f. Nakumbuka kuwauliza.
Nakumbuka kuwauliza.

tumaini, taka, furahi, fika.

2. Substitution Drill

a. Alazimiwa
--------- kuingia hapa.
Alazimiwa kuingia hapa.

taka, tumaini, tamani, furahi.

b. Mwakumbuka
---------- kuwasha taa.
Mwakumbuka kuwasha taa.

fahamu, amrishwa, weza, jua.

c. Twatengeneza
------------ matangi haya.
Twatengeneza matangi haya.

uza, nunua, jaza, leta.

d. Nazidi
------ kuendesha gari.
Nazidi kuendesha gari.

taka, jua, endelea, weza.

e. Twahitaji
--------- mafuta ya taa.
Twahitaji mafuta ya taa.

nunua, uza, peleka, tumia.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 45

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Walazimiwa kuuza gari?
2nd: Ndio, nalazimiwa kuuza gari.

tumaini, taka, ngojea, fikiri.

b. 1st: Mwakumbuka kuwasha taa?
2nd: Ndio, twakumbuka hivi.

jua, penda, taka, tumaini.

c. 1st: Waendelea kutengeneza gari?
2nd: Ndio, naendelea kutengeneza gari.

taka, tayarisha, fikiri, penda.

d. 1st: Wahitaji mafuta gani?
2nd: Nahitaji mafuta ya taa.

taka, nunua, tafuta, penda.

e. 1st: Akumbuka kuwauliza?
2nd: Ndio, akumbuka.

tumaini, furahi, chelewa, hitaji.

RECOMBINATION DRILL

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mwajua kuendesha gari?
Hatujui kuendesha gari.

tamani, jaribu, tumaini, penda.

b. Ataka kwenda nyumbani?
Ndio, atataka kwenda huko.

ngoja, fikiri, kataa, penda.

c. Watafuta kitu gani?
Natafuta tochi.

nunua, uza, peleka, tumia.

d. Twaanza kusafiri sasa?
Ndio, twaanza kusafiri.

tumaini, acha, endelea, taka.

e. Mwajizoeza kambini?
La, twajizoeza kiwanjani.

tembea, rudi, enda, kutana.

f. Waingia mjini?
La, waingia msituni.

lala, kaa, fanya kazi, jificha.

g. Afagia nyumba?
La, afagia gari.

nunua, taka, uza, tafuta.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Kwa ghafula Kapteni aliamuru kikosi chake wakati wa jioni ya kwamba hawatakaa kambini usiku. Watalazimiwa kupitia nchi ya adui usiku. Hiyo ni hatari kwa sababu ya adui wengi, na kusafiri katika giza ya usiku bila taa.

Koplo alitayarisha magari, alitia petroli katika matangi, na aliangalia kama taa zote zaweza kuwaka. Nuru ya mwezi itawasaidia kusafiri usiku na kupunguza giza. Lakini ni lazima wasafiri upesi ili wafike katika kambi ya pili kabla ya usiku wa manane. Wakati huo ukungu waweza kuzidi na kuleta shida.

Kila askari atachukua tochi yake na kibuyu na kahawa moto. Hawawezi kutumia tochi hizo bila ruhusa. Panusi itawafaa watakapofika kambini. Madereva wote walionywa kuendesha kwa uangalifu sana.

Step 2. Questions based on the above narration:

Kapteni aliamuru nini?
Kikosi kitalala kambini?

Kikosi kitapitia wapi?
Kuna hatari gani hapo?
Watasafiri gizani bila taa?

Nuru gani itasaidia gizani?
Koplo alitayarisha nini?
Alitia nini katika matangi?
Ni lazima wasafiri upesi?
Watafika kambi ya pili lini?

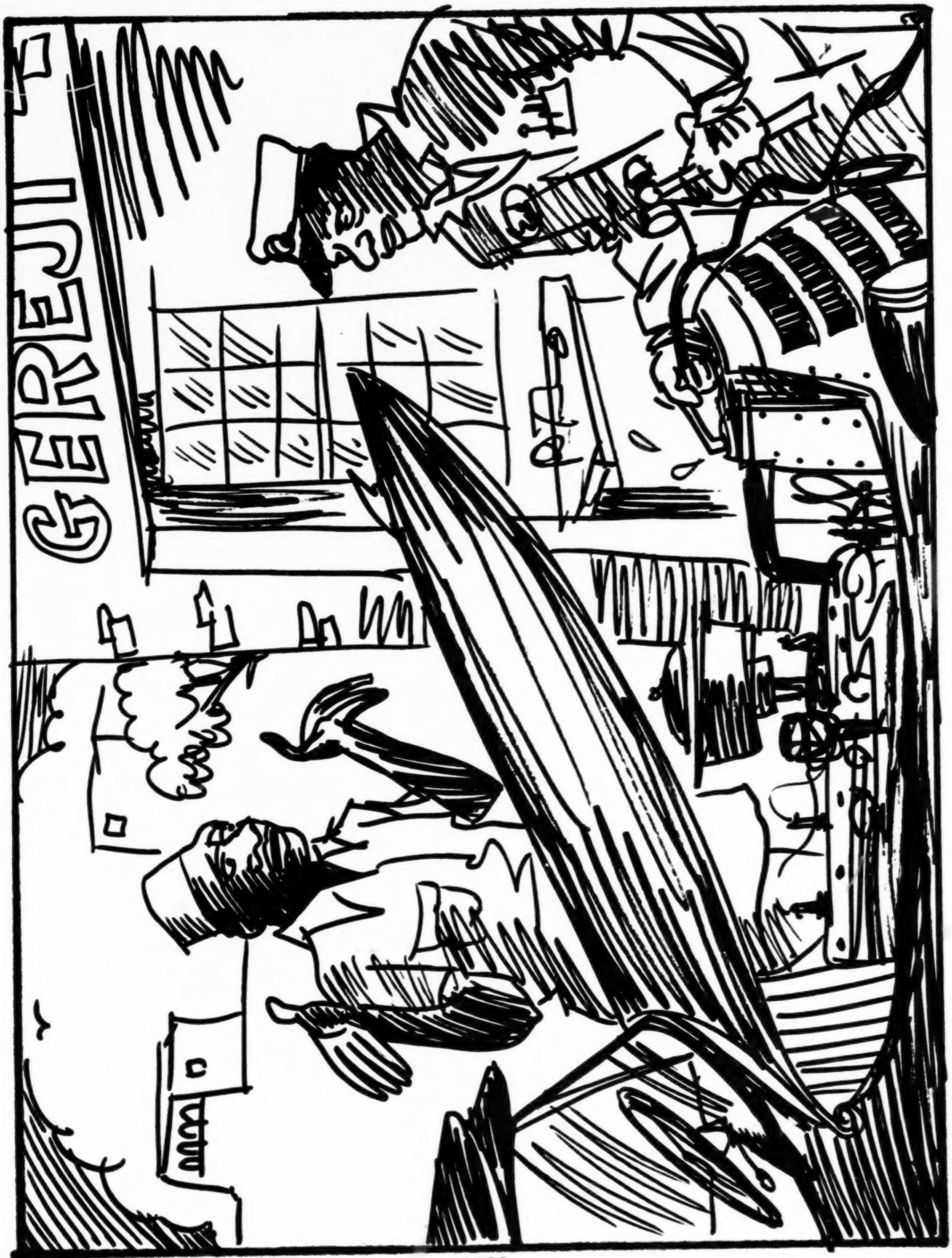
Ukungu utaweza kuzidi wakati gani?
Kila askari atapata tochi vilevile?
Atatumia tochi bila ruhusa?
Fanusi itawafaa wapi?
Madereva wataendesha namna gani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 46


GEREJI

1st PERIOD PERCEPTION DRILL LESSON 46

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'HU' tense.

a. Motokaa huharibika.
Motokaa huwaka upesi.
Motokaa hupendeza.

b. Mekanika huaminika.
Mekanika hutengeneza.
Mekanika hufanya kazi.

c. Ndege huruka.
Ndege hula chakula.
Ndege hukaa pale.

d. Watoto hucheza.
Wanafunzi hujifunza.
Walimu hufundisha.

e. Dereva huendesha motokaa.
Mwanahewa huendesha eropleni.
Wao huendesha mtumbwi.

f. Askari hodari hupigana.
Wanyama hula majani hapa.
Simba huua swala.

2. Semantic drill on borrowed words.

a. Anasafisha karbureta.
Anasafisha plagi.
Anasafisha injini.

b. Anajaza redieta.
Anajaza beteri.
Anajaza tangi.

c. Badilisha mafuta ya injini.
Badilisha mafuta ya gia.
Badilisha mafuta ya taa.

d. Hupiga ripoti.
Hupiga stati.
Hupiga pasi.

e. Tumehakikisha.
Tumebadilisha.
Tumepima tairi.

f. Anatia girisi.
Anatia petroli.
Anatia mafuta.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Where's the garage? The car is breaking down all the time.

   The garage is over there, and the mechanics are reliable.

2. How are y'all? Are you the mechanics here?

   Yes, we work here all the time.

3. My car won' go! Please clean the carburetor.

   O.K., we'll check the battery too.

4. The car usually starts up quickly.

   But now it won't?

5. Yes, make sure the wiring and plugs are O.K.

   The plugs get worn out quickly these days.

6. Afterwards change the oil in the engine.

   O.K. and we'll test the tires too.

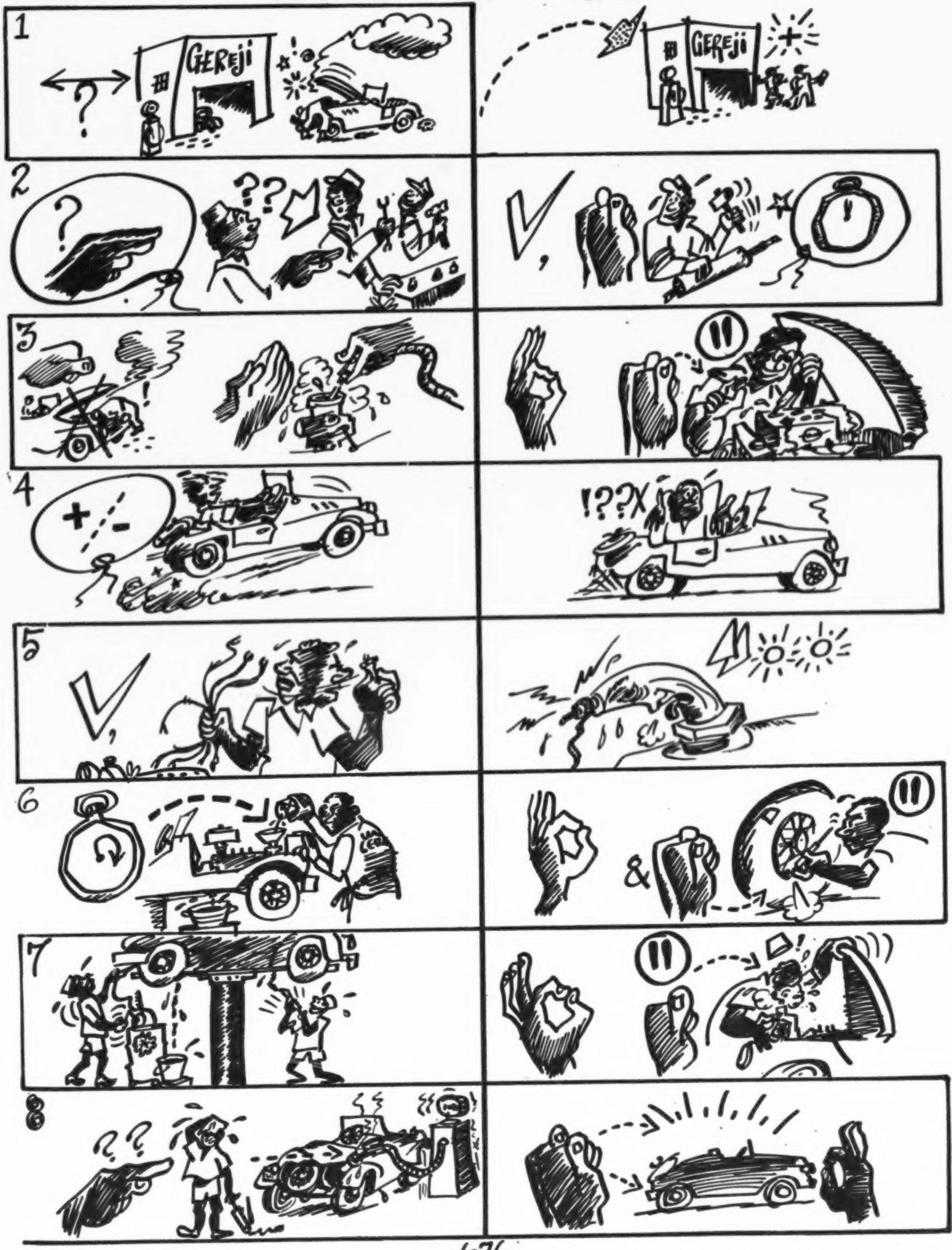
7. Change the gear oil and grease it everywhere.

   O.K., I'll also see if the radiator is full.

8. When you finish the job, fill up the tank with gas.

   We'll fix everything right.

LESSON 46


1
GEREJI
?
GEREJI
2
?
??
V,
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!??X
5
V,
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&
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8
??

1. Wapi gereji? Motokaa huharibika kutwa.
   Gereji ni pale, na mekanika huaminika.

2. Hamjambo? Ninyi ni mekanika hapa?
   Ndio, twafanya kazi hapa siku zote.

3. Gari langu haliendi! Tafadhali safisha kabureta.
   Vizuri, tutaangalia beteri pia.

4. Motokaa huwaka upesi ninapopiga stati.
   Lakini sasa inakataa?

5. Ndio, hakikisha kama waya na plagi ni nzuri.
   Plagi huharibika upesi siku hizi.

6. Halafu badilisha mafuta katika injini.
   Vema na tutapima tairi vilevile.

7. Badilisha mafuta ya gia na tia girisi popote.
   Vema, nitahakikisha redieta imejaa vilevile.

8. Utakapomaliza kazi, jaza tangi petroli.
   Tutatengeneza kila kitu sawasawa.

Step 1.

1. Repetition Drill

a. Motokaa huharibika kutwa.
   Motokaa huharibika kutwa.

   enda, simama, tengenezwa, saidia.

b. Gari langu haliendi.
   Gari langu haliendi.

   simama, haribika, faa.

c. Plagi huharibika upesi.
   Plagi huharibika upesi.

   pasuka, vunjika,

d. Mtoto huyu huaminika sana.
   Mtoto huyu huaminika sana.

   fanya kazi, pumzika, lala, jifunza.

e. Mekanika hubadilisha mafuta siku zote.
   Mekanika hubadilisha mafuta siku zote.

   ongeza, tia, tumia, pata.

2. Substitution Drill

a. huharibika
   Mashine ---------- mara nyingi.
   Mashine huharibika mara nyingi.

   vunjika, simama.

b. hutengeneza
Mekanika ----------- plagi siku zote.
Mekanika hutengeneza plagi siku zote.

nunua, haribu, uza, rudisha.

c. huaminika
Mtu huyu --------- kila mara.
Mtu huyu huaminika kila mara.

jifunza, fundisha, lala, pumzika.

d. huendesha
Dereva --------- motokaa kila siku.
Dereva huendesha motokaa kila siku.

leta, tengeneza, safisha.

e. hupasuka
Plagi -------- kila mara.
Plagi hupasuka kila mara.

haribika, vunjika, chomeka.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 46

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Motokaa huharibika kila mara?
2nd: Ndio, huharibika kila mara.

simama, chafuka, vunjika, kutana.

b. 1st: Mashine hii huharibika saa zote?
2nd: La, huharibika mara chache tu.

simama, pendeza, pinduka, waka.

c. 1st: Mekanika huyu hufanya bidii sana?
2nd: Ndio, hufanya bidii sana.

kazana, chelewa, aminika, pumzika.

d. 1st: Redieta yako hupasuka mara nyingi?
2nd: La, haipasuki mara nyingi.

vunjika, toboka, haribika.

e. 1st: Dereva hubadilisha mafuta kila siku?
2nd: Ndio, hubadilisha mafuta kila siku.

nunua, uza, pata, tafuta.

5th PERIOD RECOMBINATION DRILL LESSON 46

Note: If facilities are available this period can be scheduled for a language lab session.

a. Waislamu huabudu Jumapili?
La, huabudu Ijumaa.

kutanika, burudika, pumzika.

b. Wavuvi hupenda kuvua samaki?
Ndio, hii ni kazi yao.

furahi, enda, ondoka, tamani.

c. Daktari huyu hupumzika Jumapili?
Ndio, hupumzika kila Jumapili.

fanya kazi, burudika, ogelea, tembea.

d. Wagonjwa hulalamika siku zote?
Wengine hawalalamiki.

umia, pata dawa, pumzika, lala.

e. Adui hushambulia kila jioni?
La, hawashambulii kila siku.

ingia, tawanyika, kutanika, hama.

f. Hakimu hutoa hukumu siku zote?
Siku nyingine hatoi hukumu.

chelewa, rudi, jifunza, amua kesi.

g. Wakulima huvuna kila mwezi?
La, hawavuni kila mwezi.

panda, lima, kata miti, fyeka.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juzi nilisafiri kwa motokaa kuonana na daktari. Motokaa yangu ni mzee kidogo na siku hizi ilianza kufanya matata. Hivyo nilipopita mjini nilitafuta gereji. Mtu mmoja aliniambia niende kwa gereji moja hapo karibu. Alisema mekanika ni hodari na anaaminika.

Mekanika aliyekuwa hapo aliniamkia na aliuliza habari ya motokaa. Nilimwambia asafishe kabureta na ahakikishe kama waya na plagi zote ni sawasawa. Atakapomaliza kazi hiyo nilitaka abadilishe mafuta katika injini na atie girisi, vilevile aangalie redieta, beteri na tairi zote.

Mekanika alitengeneza kila kitu vizuri. Nilipopiga stati injini iliwaka maramoja. Nilifurahi, nilimpa pesa zake, na niliendelea safari kuonana na daktari kwa sababu ya ugonjwa.

Step 2. Questions based on the above narration:

Nilikwenda wapi juzi?
Motokaa yangu ni mpya?
Ilianza kufanya matata?
Nilitafuta nini mjini?
Mekanika katika gereji alikuwa mtu mwema?

Nani aliniamkia?
Nilitaka mekanika asafishe nini?
Atafanya nini na plagi?
Nilitaka abadilishe mafuta?
Vilevile nilitaka aangalie nini?

Mekanika alitengeneza motokaa sawasawa?
Injini iliwaka upesi?
Nani alifurahi?
Niliendelea kuonana na nani?
Nilitaka kuonana na daktari sababu gani?

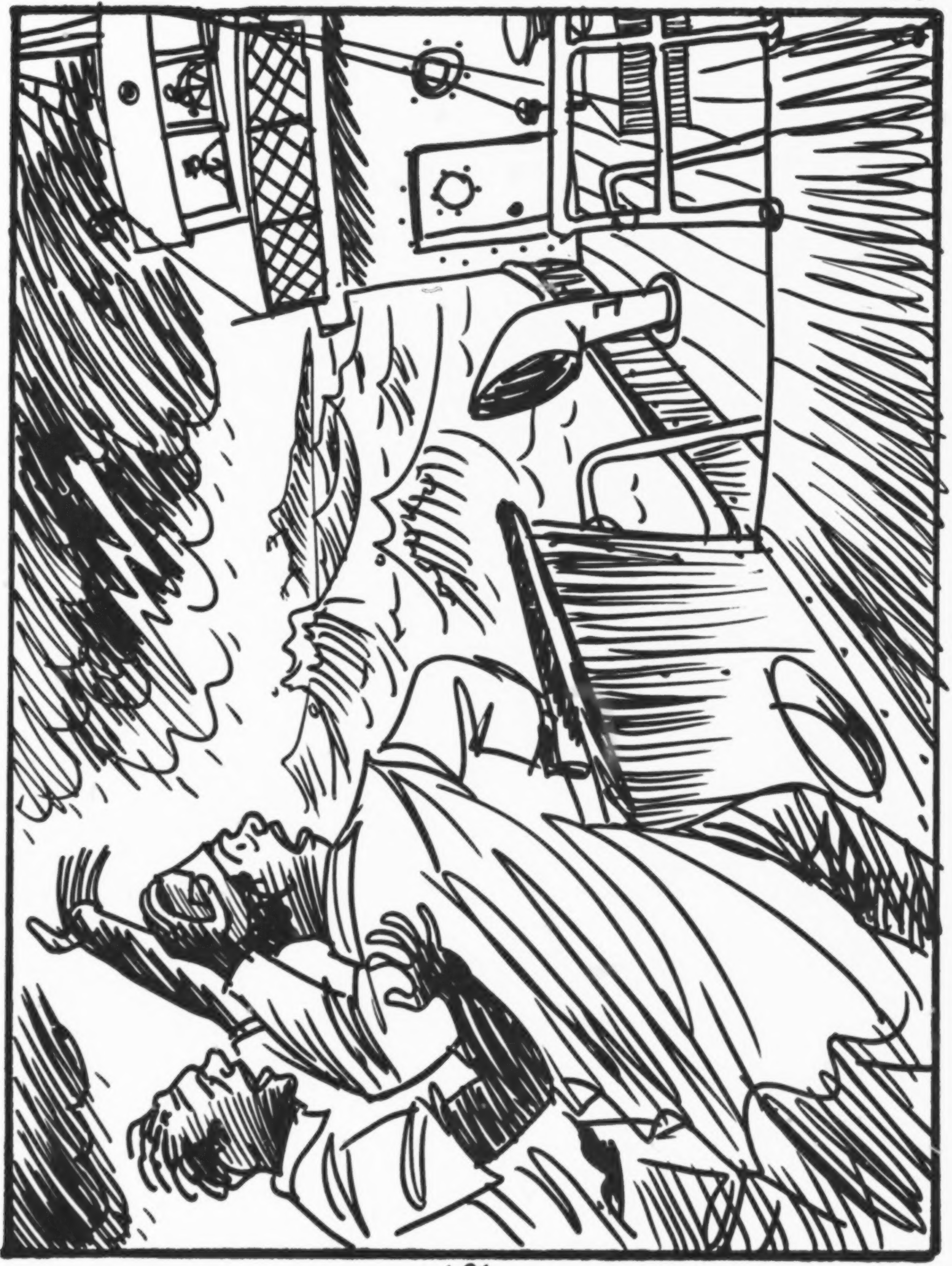
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 47

LESSON 47



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'NGE' tense.

a. Tungeokoka.
Tungemwuliza.
Tungefika.
Tungepotea.

b. Angeelekeza.
Angetuambia.
Angezama.
Angeokoka.

c. Wangefanya bidii.
Wangezamishwa.
Wangeogelea.
Wangetumia.

d. Ningependa.
Ningekuwa.
Ningefurahi.
Ningempa.

e. Ungefurahi?
Ungesafiri?
Ungetumia?
Ungemwuliza?

f. Mngeingia?
Mngefika?
Mngeogelea?
Mngetulia?

2. Semantic drills.

a. Dhoruba kali.
Dhoruba baharini.
Dhoruba imeingia.

b. Nahodha hodari.
Nahodha wa meli.
Nahodha angeelekeza.

c. Bandari ya meli.
Bandari gani?
Kuingia bandarini.

d. Baharia angeogelea.
Baharia hodari.
Mabaharia wa meli.

e. Meli ingezama.
Meli inachukua abiria.
Meli inapita baharini.

f. Papa ni samaki mkubwa.
Papa anakula watu.
Papa anatafuna watu.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

2nd PERIOD ENGLISH DIALOGUE LESSON 47

1. A heavy storm is upon us, what shall we do?

   If the captain would head the ship into port we'd be saved.

2. What distance are we from a harbor?

   If we'd ask the captain he'd tell us.

3. If the sailors would try hard would we reach the shore?

   We would reach the shore without danger.

4. If the ship would go down now would we be lost?

   We'd get saved if we'd use life boats.

5. Would one boat be enough for all?

   No, the sailors would swim to shore.

6. Would others be drowned by the waves?

   Yes, for this is a very heavy storm.

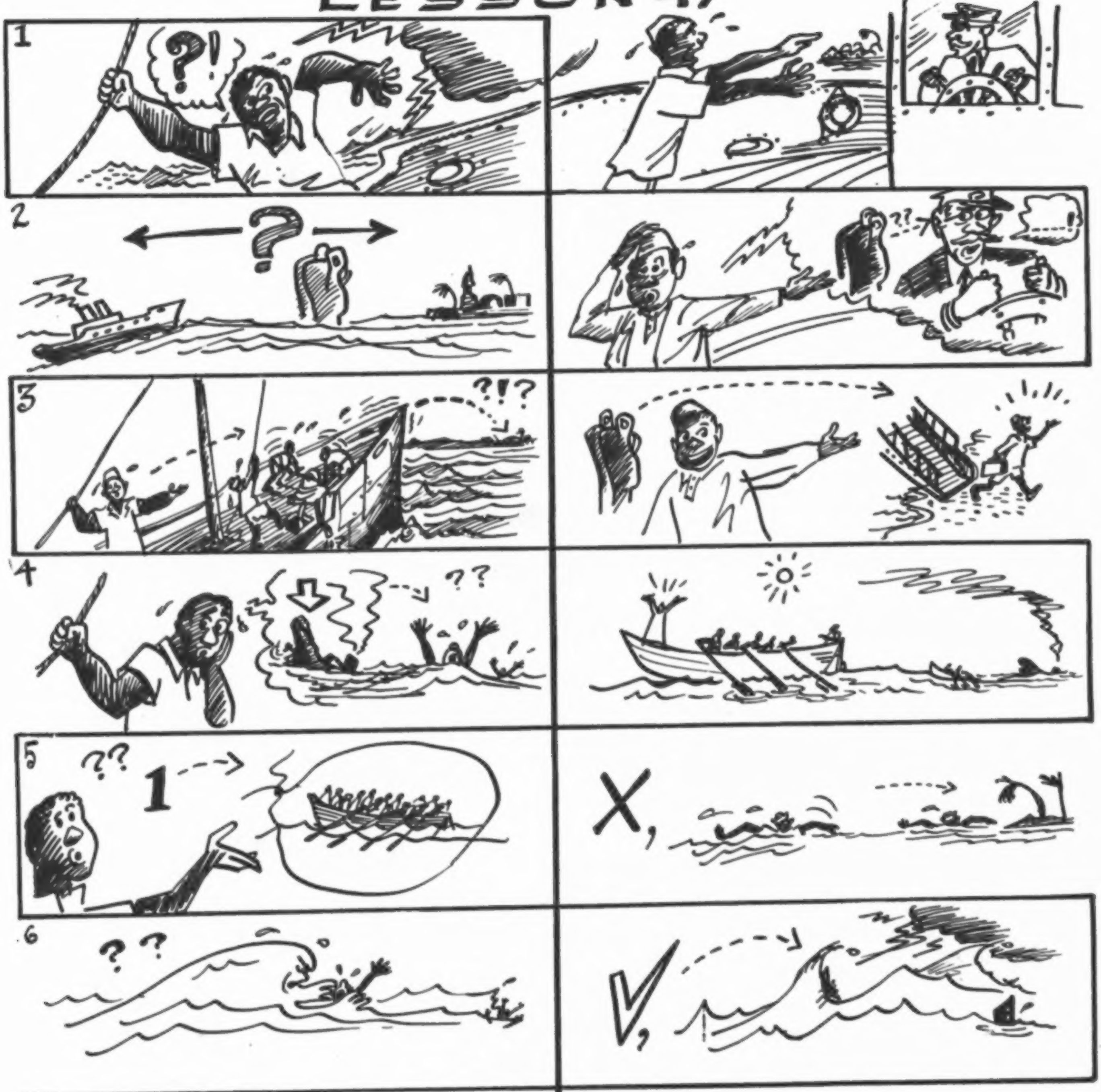
7. If the ocean were calm would they be safe swimming?

   The sharks would get many before they reached shore.

8. Truly, if I were on shore I'd be happy.

   Likely we'll succeed in getting there.

LESSON 47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1. Dhoruba kali imeingia, tutafanya nini?
   Nahodha angeelekeza meli hii bandarini tungeokoka.

2. Tuko umbali gani kutoka bandari?
   Tungemwuliza nahodha angetuambia.

3. Mabaharia wangefanya bidii tungefika pwani?
   Tungefika pwani bila hatari.

4. Kama meli hii ingezama sasa tungepotea?
   Tungeokoka kama tungetumia mashua.

5. Mashua moja ingetutosha wote?
   La, mabaharia wangeogelea pwani.

6. Wengine wangezamishwa na mawimbi ya maji?
   Ndio, kwani dhoruba hii ni kubwa mno.

7. Bahari ingetulia wangeogelea salama?
   Papa wangewatafuna wengi kabla ya kufika pwani.

8. Kweli, ningekuwa pwani ningefurahi.
   Pengine tutafaulu kurudi kule.

Step 1.

1. Repetition Drill

a. Kama angeingia angekufa.
Kama angeingia angekufa.

gongwa, chelewa, onekana, karibia.

b. Kama ningekazana ningefaulu.
Kama ningekazana ningefaulu.

lalamika, tangulia, vumilia, kumbuka.

c. Kama ungelipa ungeokoka.
Kama ungelipa ungeokoka.

kumbuka, fuatana, hama, ongoza.

d. Kama wangeogelea wangefika pwani.
Kama wangeogelea wangefika pwani.

tumia mashua, amini, kata neno, tawanyika.

e. Kama tungeelekea pwani tungefurahi.
Kama tungeelekea pwani tungefurahi.

acha, karibia, kutana, ingia.

f. Kama mngefahamu mngeamini.
Kama mngefahamu mngeamini.

pata alama, kutanika, elezewa, abudu.

2. Substitution Drill

a. wangemwuliza
Kama ----------- angewaambia.
Kama wangemwuliza angewaambia.

tafuta, pata, amini, fuata.

b. ningekufahamu
Kama ------------- ningekushauri.
Kama ningekufahamu ningekushauri.

amini, ita, kagua, ongoza.

c. angenitisha
Kama ----------- angeniumiza.
Kama angenitisha angeniumiza.

shtaki, tambua, vizia, sukuma.

d. ungewaonya
Kama ---------- wangehudhuria.
Kama ungewaonya wangehudhuria.

pendeza, onyesha, lipa, fuata.

e. tungewasalimieni
Kama ---------------- mngelalamika.
Kama tungewasalimieni mngelalamika.

ruhusuni, sukumeni, kopesheni, umizeni.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 47

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Dhoruba ingeingia tungeangamia?
2nd: Tungeangamia wote.

potea, zama, kata tamaa, tawanyika.

b. 1st: Nahodha angeelekea pwani mngefurahi?
2nd: Tungefurahi kweli.

faulu, burudika, okoka, chelewa.

c. 1st: Meli hii ingezama wangekufa?
2nd: Wangekufa mara moja.

pasuka, pinduka, gongwa, vunjika.

d. 1st: Mashua ingepinduka ungekata tamaa?
2nd: Ningeogelea pwani.

okoka, ogelea, kufa, fanya nini.

e. 1st: Papa angekuona angekutafuna?
2nd: Kweli, angenitafuna.

umiza, kamata, jeruhi.

5th PERIOD RECOMBINATION DRILL LESSON 47

Note: If facilities are available this period can be scheduled for a language lab session.

a. Kama angekuja mngetoroka?
Tungetoroka wote.

tawanyika, vumilia, onekana, chelewa.

b. Kama tungemwita angesikia?
Angesikia bila shaka.

geuka, fahamu, okoka, hudhuria.

c. Kama mngekazana mngefaulu?
Tungekazana tungefaulu.

fahamu, umia, fika, burudika.

d. Kama ungewapendeza wangekuamini?
Ndio, wangeniamini.

ruhusu, salimia, fuata, tunza.

e. Kama wangekata neno wangetuona?
Wangekata neno wangetuona.

shtaki, sukuma, elekea, ongoza, lisha.

f. Kama ningekusalimia ungenipenda?
Ndio, ningekupenda.

tambua, amini, fuata, karibia.

g. Kama angekufuata ungeogopa?
Angenifuata ningeogopa.

kimbia, okoka, lalamika, kata tamaa.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Tuliposafiri baharini katika meli moja ya Kiingereza dhoruba kali iliingia. Abiria wote waliogopa sana kwamba meli itazama. Abiria mmoja aliona kama nahodha angeelekea bandarini wangeokoka. Lakini sasa hawakujua bandari uko umbali gani. Kama wangemwuliza mahodha labda angewaambia. Wengine walifikiri labda mabaharia wangefanya bidii wangefaulu kufika pwani. Wengine tena waliuliza kama mashua ingetosha kwa wote, lakini waliona kwamba haingetosha. Mabaharia wangelazimishwa kuogelea majini. Mawimbi yalikuwa makubwa na papa wangetafuna wengi kabla ya kufika pwani.

Sasa abiria wengi walisema wangefurahi sana kuwa pwani. Lakini sisi tuliamini kwamba tutafaulu kufika pwani salama.

Step 2. Questions based on the above narration:

Tulisafiri wapi?
Tulisafiri katika meli gani?
Nini iliingia halafu?
Abiria walifurahi?
Abiria waliogopa nini?

Mmoja alitaka nahodha afanyeje?
Walijua bandari uko umbali gani?
Nahodha angewaambia?
Wangefaulu kufika pwani kama mabaharia wangefanya bidii?
Mashua ingetosha kwa wote?

Mabaharia wangelazimishwa kufanya nini?
Mawimbi yalikuwa madogo?
Papa wangefanyaje?
Abiria wangefurahi kuwa wapi?
Tuliamini nini?

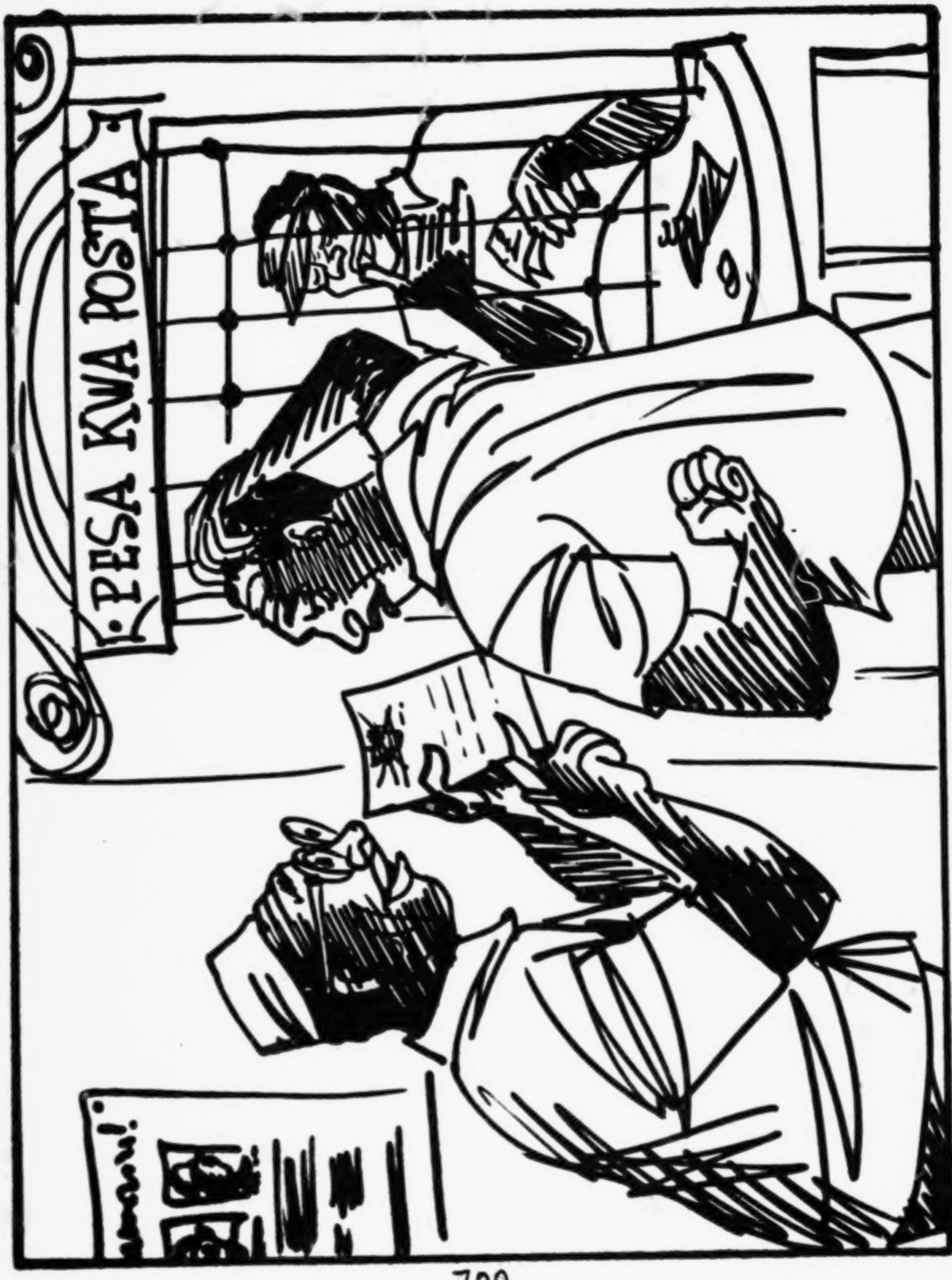
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 48

LESSON 48


PESA KWA POSTA

1st PERIOD — PERCEPTION DRILL — LESSON 48

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'NGALI' tense.

a. Ungalipenda.
Ungaliona.
Ungalituma.
Ungalilipa.
Ungaliweza.

b. Ningalitaka.
Ningalikuomba.
Ningalipenda.
Ningalilipa.
Ningalitoa.

c. Tungalifika.
Tungalitembea.
Tungalichoka.
Tungalifuata.
Tungalipenda.

d. Angaliniomba.
Angalinijibu.
Angalielimishwa.
Angalimsaidia.
Angalimpa.

e. Mngalipenda.
Mngaliandika.
Mngalisoma.
Mngalikula.
Mngalikunywa.

f. Wangalipigana.
Wangalishambulia.
Wangalipata.
Wangalirudi.
Wangalielimishwa.

2. Semantic drills.

a. Tuma simu.
Tuma barua.
Tuma mtoto.

b. Kumtumia mtu barua.
Kutumia silaha.
Kutumia chombo.

c. Aliniomba msaada.
Alimwomba Mungu.
Alituomba pesa.

d. Karani wa duka.
Karani wa posta.
Karani wa afisi hii.

e. Nimechoka.
Nitapumzika.

f. Gharama ya simu.
Gharama ya safari.

g. Aliniuliza.
Nilimjibu.

h. Amepata elimu.
Ameelimishwa.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Would you have liked to send a cablegram from Nairobi to America?

   Yes, I would have liked to send my brother a cable.

2. Would you have had trouble filling in a form for the cable?

   I would have requested your help to send this cable.

3. Would you have sent money by wire as well?

   Yes, my brother has trouble as he lacks money.

4. Would you have sent the wire on day rates?

   No, I would have liked it to go as a night letter.

5. By what way would we have reached the cable office?

   We would have walked, it is only a distance of 4 miles.

6. We would have tired walking.

   We would have taken a short cut and would not have tired much.

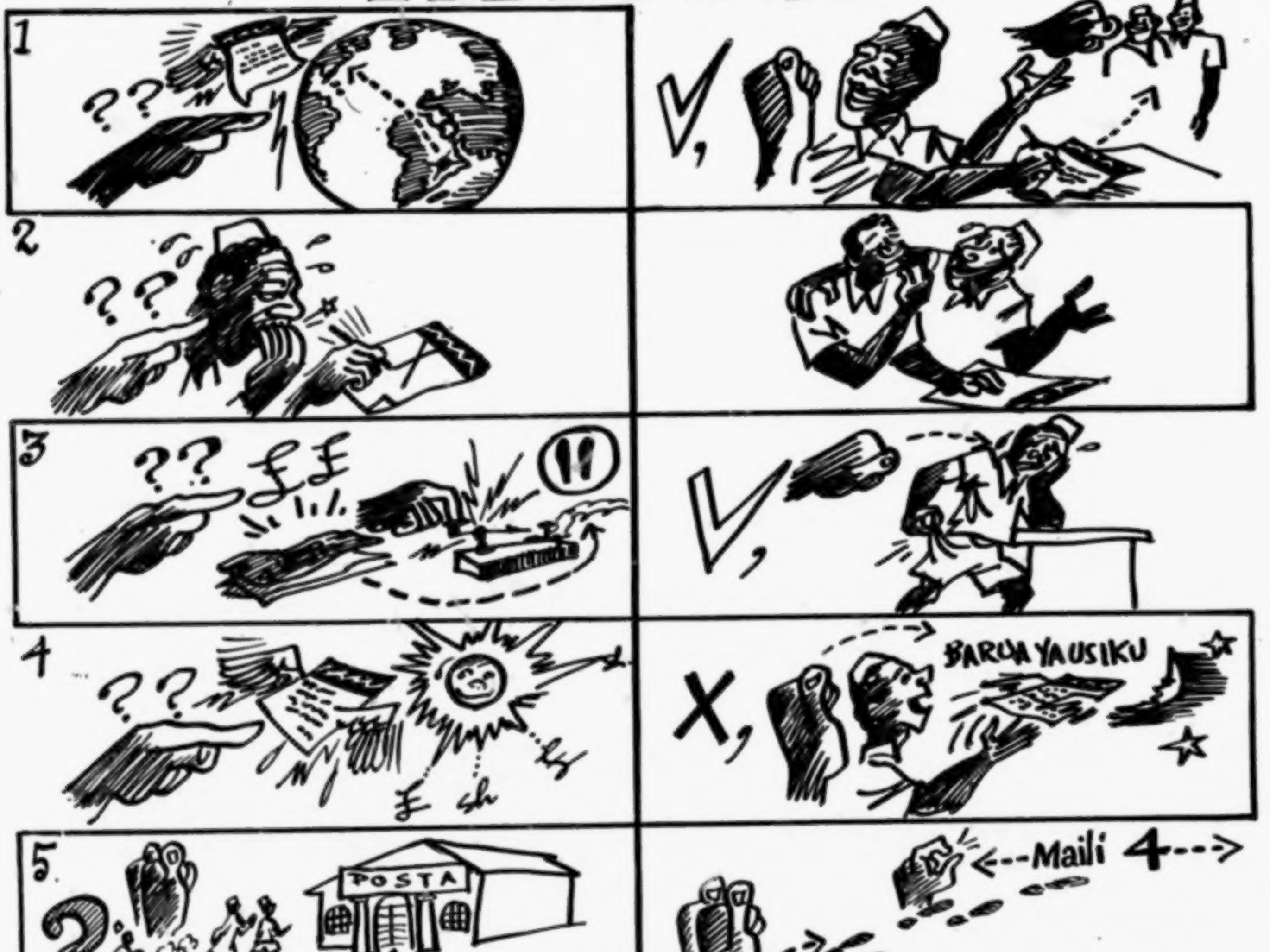
7. Would you have paid the cable expenses yourself?

   Yes, I'd have paid even at a shilling a word.

8. Where would you have gotten money?

   I would have drawn from savings at the post office.

LESSON 48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1. Ungalipenda kutuma simu kutoka Nairobi kwenda Amerika?

   Ndio, ningalitaka kumtumia ndugu yangu simu.

2. Ungaliona shida kujaza kartasi za simu?

   Ningalikuomba msaada kutuma simu hiyo.

3. Ungalituma pesa kwa simu vilevile?

   Ndio, ndugu yangu ana taabu ya pesa siku hizi.

4. Ungalituma simu kwa bei ya mchana?

   La, ningalipenda simu iende kama barua ya usiku.

5. Tungalifika afisi ya simu kwa njia gani?

   Tungalitembea, ni mwendo wa maili nne tu.

6. Tungalichoka kwenda kwa miguu?

   Tungalifuata njia fupi hatungalichoka sana.

7. Ungalilipa gharama ya simu mwenyewe?

   Ndio, ningalilipa hata ingalikuwa shilingi kwa kila neno.

8. Ungalipata wapi pesa?

   Ningalitoa pesa kutoka akiba yangu ya posta.

Step 1.

1. Repetition Drill

a. Angalipenda kutuma simu angalifaulu.
Angalipenda kutuma simu angalifaulu.

tamani, jua, taka, kumbuka.

b. Ningalimwonya arudi hapa angalikataa.
Ningalimwonya arudi hapa angalikataa.

ambia, uliza, taka, amrisha.

c. Ungalikata tamaa ungalipotea.
Ungalikata tamaa ungalipotea.

chelewa, umia, gongwa, karibia.

d. Tungalitembea tungalichoka sana.
Tungalitembea tungalichoka sana.

fanya kazi, rudi, fuatana, kazana.

e. Wangaliona shida wangaliumia.
Wangaliona shida wangaliumia.

gongana, ogelea, gongwa, kimbia.

f. Mngalituma simu mngalilipa pesa.
Mngalituma simu mngalilipa pesa.

ingia, chelewa, onekana, hudhuria.

2. Substitution Drill

a. Usingetuma simu
---------- ---- usingenipata.
Usingetuma simu usingenipata.

fanya haraka, vumilia, ngojea, amini.

b. Asingeomba msaada
---------- ------ asingefaulu.
Asingeomba msaada asingefaulu.

fanya kazi, weka akiba, fahamu Kiswahili.

c. Nisingetembea
------------- nisingefika huko.
Nisingetembea nisingefika huko.

kazana, kimbia, jifunza, omba msaada.

d. Asingaliomba ruhusa
------------ ------ asingalifika hapa.
Asingaliomba ruhusa asingalifika hapa.

uliza, kazana, kimbia, toroka, burudika.

e. Usingalinifuata
--------------- usingalipata taabu.
Usingalinifuata usingalipata taabu.

ita, uliza, ambia, karibia.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ungalitaka kutuma simu jana?
2nd: Ndio, ningalitaka.

jaribu, weza, faulu, tamani.

b. 1st: Angalifika bila kufanya bidii?
2nd: Najua angalifika bila kufanya bidii.

faulu, fanya kazi. ondoka, hudhuria mkutano.

c. 1st: Wangalikuona wangalikupiga?
2nd: Wangalinipiga sana.

umiza, saidia, tuma, salimia.

d. 1st: Mngalifaulu mngalifurahi?
2nd: Ndio, tungalifurahi.

ingia, okoka, fika, ondoka.

e. 1st: Tungaliwaona wasingaliondoka?
2nd: Ndio, wasingaliondoka.

saidia, salimia, tambua, fahamu.

5th PERIOD RECOMBINATION DRILL LESSON 48

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ungeondoka ungewakamata?
Ningeondoka singewakamata.

ona, uliza, tambua, fundisha,

b. Angalijua angalikaa hapa?
Ndio, angalikaa hapa.

ondoka, lala, ishi, fanya kazi.

c. Wangekuambia ungewaamini?
Wangeniambia singewaamini.

lipa, umiza, fuata, penda.

d. Mngaliokoka mngalilalamika?
Tungaliokoka tusingalilalamika.

rudi hapa, endelea mbele, kata tamaa.

e. Wangalituma simu ingalifika?
Wangalituma simu ingalifika.

potea, enda, kupendeza, waonya.

f. Tungalitazama tungalielewa?
Ndio, tungalielewa.

fahamu, amini, umia.

g. Angalikuruhusu ungalimwacha?
Angaliniruhusu nisingalimwacha.

ambia, uliza, fukuza, fuata.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Juma angalipenda kutuma simu kutoka Nairobi kwa ndugu yake kule Amerika. Juma ni mkulima na hakuelimishwa sana. Hivyo hangaliweza kujaza karatasi ya simu vizuri. Lakini rafiki yake aliyeelimishwa angalimsaidia. Juma alipata barua kutoka ndugu yake anayesoma katika skuli kubwa kule Amerika. Gharama ni kubwa sana na hivi alipata taabu ya pesa. Juma aliuza mavuno yake na angalipenda kumsaidia. Aliweka pesa chache akiba kule posta.

Walipofika posta karani aliwauliza kama wangependa kutuma simu kwa bei ya mchana au kama barua ya usiku. Juma alijibu kwamba angalituma simu kama barua ya usiku sababu ni rahisi zaidi. Vilevile angalipenda kutuma pesa kwa simu na angalitoa pesa kutoka akiba yake kule posta. Karani alitengeneza kila kitu, na simu, hata na pesa, ilifika Amerika salama.

Step 2. Questions based on the above narration:

Ndugu ya Juma anakaa wapi?
Juma angalituma simu kutoka wapi?

Juma anafanya kazi gani?
Alijua kusoma na kuandika vizuri?
Nani angalimsaidia kujaza karatasi?

Ndugu aliyejifunza Amerika alimwandikia nini?
Gharama ya skuli ni kubwa?
Juma alipata faida alipouza mavuno?
Aliweka pesa zake wapi?
Juma angalituma pesa vilevile?

Simu kwa bei ya mchana ni ghali zaidi?
Kama barua ya usiku simu ni rahisi zaidi?
Juma angalipata wapi pesa?
Karani alimsaidia vizuri?
Simu na pesa zilifika salama?

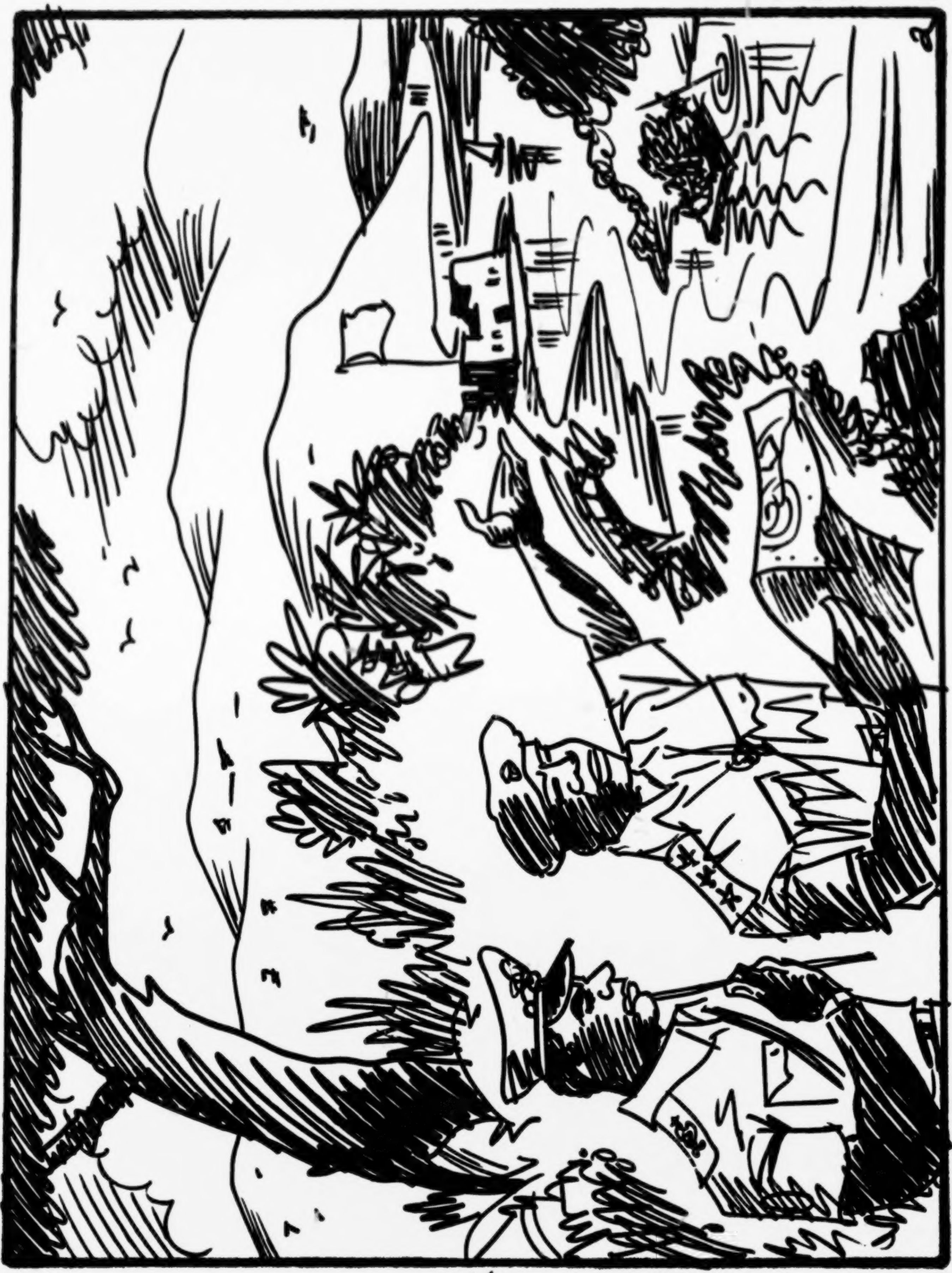
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 49

LESSON 49



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'KI' tense.

a. Nikiangalia nitaona.
Nikipita nitafika.
Nikiweza nitafanya.
Nikipenda nitampa.

b. Nikiwaita watakuja.
Nikiwauliza watajibu.
Nikikariri watafahamu.
Nikiwaonyesha watajua.

c. Tukipoteza wakati tutachelewa.
Tukishambulia tutafaulu kutoka.
Tukiwaingilia upande wa kulia.
Tukiwaingilia upande wa kushoto.

d. Mkiangalia mtaona.
Mkipigana mtashinda.
Mkivuka mto mtaonekana.
Mkipanga sehemu ni bora.

e. Ukipenda kula, nenda kula.
Ukitaka pesa, fanya kazi.
Ukiondoka tutakufuata.
Ukichelewa utamkosa.

2. Semantic drills.

a. Mkono wa kulia.
Upande wa kulia.
Elekea kulia.

b. Mguu wa kushoto.
Upande wa kushoto.
Elekea kushoto.

c. Kushambulia boma.
Kuingilia boma.
Kuteka boma.

d. Njia yenye miamba.
Njia yenye matope.
Njia yenye hatari.

e. Mto katika bonde.
Msitu katika bonde.
Boma katika bonde.

f. Fanya kwa akili !
Gawanya kwa akili !
Shambulia kwa akili !

g. Gawanyeni sehemu mbili.
Sehemu ya kwanza.
Sehemu ya pili.

h. Watavuka kwa daraja.
Watavuka kwa mitumbwi.
Watavuka kwa chelezo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Captain! We must make plans for an attack today.

   Very well, Major! If I call the officers they'll come at once.

2. Blow the whistle, if we lose time we'll be late.

   We've arrived, Sir! If you issue orders we'll listen.

3. If you look at this map you'll see a big valley here.

   Yes, and the fort of the enemy is here on the bank of the river.

4. Correct, if we attack intelligently we'll succeed in capturing the fort.

   How should we divide our unit?

5. If we divide it into two sections it will be best.

   If we enter enemy lines from the left is that best?

6. No, there we would be compelled to go through much mud.

   Shall we go in from the right then?

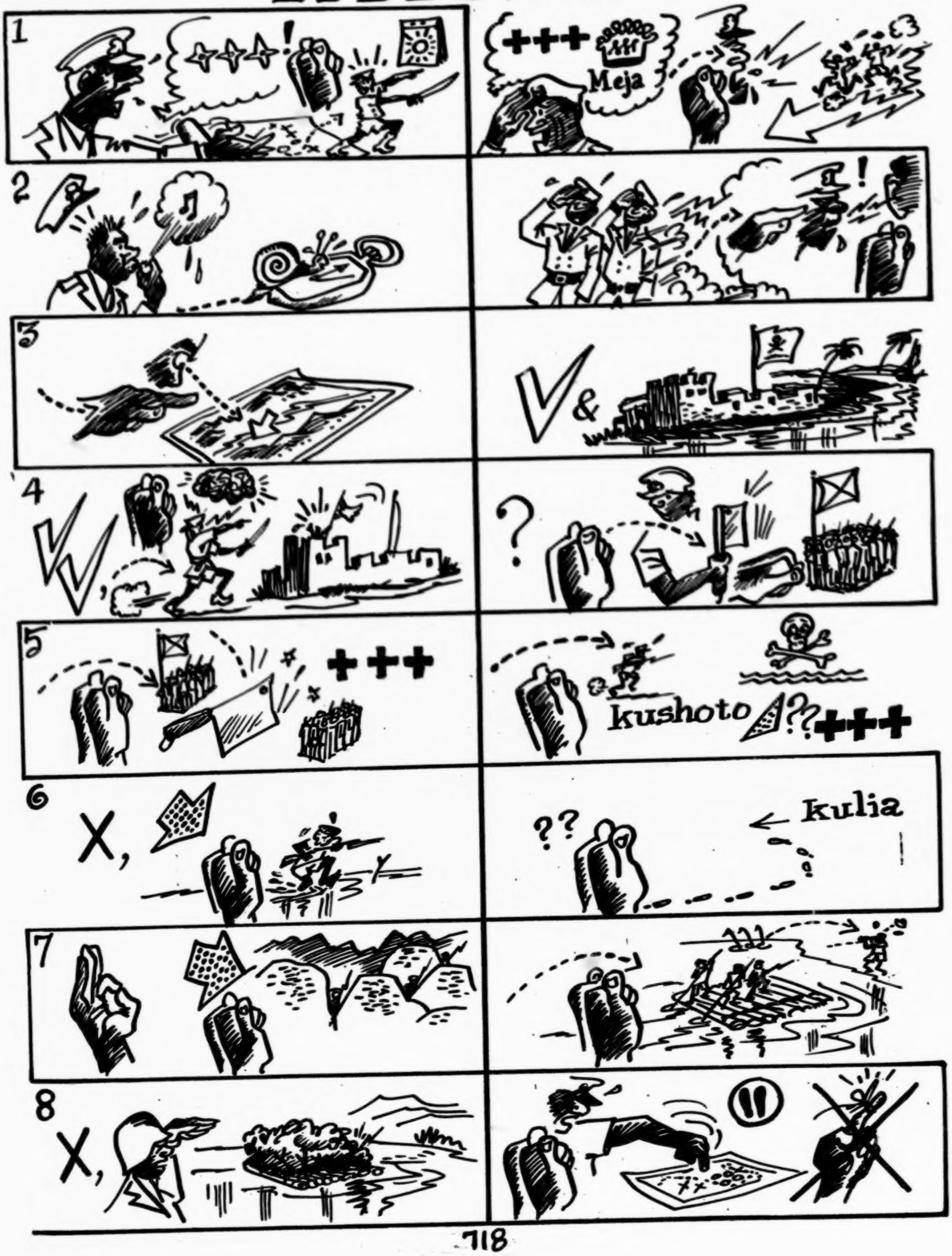
7. O.K., there we would get cover among the big rocks.

   If we cross the river on a raft will we be seen?

8. No, it will be difficult to spot us because of camouflage.

   We should go over this again so we won't forget.

LESSON 49


1
+++
Meja
2
3
&
4
?
5
+++
kushoto
??
+++
6
X,
??
kulia
7
8
X,
!!

1. Kapteni! Lazima tufanye mpango kwa shambulio leo.

   Vema, Meja! Nikiwaita maofisa watakuja sasa hivi.

2. Piga filimbi, tukipoteza wakati tutachelewa.

   Tumefika, Effendi! Ukitoa amri tutasikiliza.

3. Mkiangalia ramani hii mtaona bonde kubwa hapa.

   Ndio, na boma la adui ni hapa ukingoni mwa mto.

4. Kweli, tukishambulia kwa akili tutafaulu kuteka boma.

   Tugawanye jeshi sehemu ngapi?

5. Tukipanga sehemu mbili ni bora zaidi.

   Tukiwaingilia adui upande wa kushoto si bora?

6. La, hapo tungelazimiwa kupitia katika matope mengi.

   Tungewaingilia upande wa kulia basi.

7. Vema, hapo tungepata maficho katika miamba mirefu.

   Tukivuka mto kwa chelezo tutaonekana?

8. La, ni vigumu kutuvumbua sababu ya kamuflaji.

   Tungekariri mpango huu tena ili tusisahau.

Step 1.

1. Repetition Drill

a. Nikipiga filimbi watatoroka.
Nikipiga filimbi watatoroka.

lala, chelewa, karibia, ondoka.

b. Ukitoa amri tutasikiliza.
Ukitoa amri tutasikiliza.

ongea, sema, penda, keti.

c. Akiamini nitafurahi.
Akiamini nitafurahi.

tangulia, onekana, kumbuka, piga filimbi.

d. Wakitutisha tutawaumiza.
Wakitutisha tutawaumiza.

danganya, sukuma, fuata, gonga.

e. Mkinifuata mtachelewa.
Mkinifuata mtachelewa.

amini, ngojea, karibia.

f. Tukihudhuria atatuona.
Tukihudhuria atatuona.

karibia, kutanika, fuatana, chelewa.

2. Substitution Drill

a. Ukitoroka
--------- tutakuonya.
Ukitoroka tutakuonya.

ondoka, kimbia, keti, lala.

b. Akiniita
-------- nitakwenda.
Akiniita nitakwenda.

onya, pendeza, tangulia, ambia.

c. Nikimtaja
--------- ataniumiza.
Nikimtaja ataniumiza.

gonga, vizia, fuata, shtaki.

d. Wakituonya
---------- tutarudi.
Wakituonya tutarudi.

ita, fuata, vizia, lipa.

e. Tukiwalazimisha
--------------- watakubali.
Tukiwalazimisha watakubali.

shambulia, uliza, onya, ingilia.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Tukiwashambulia watatoroka?
2nd: Watatoroka tukiwashambulia.

ona, ita, fuata, onya.

b. 1st: Mkituvumbua mtatuumiza?
2nd: Ndio, tutawaumizeni.

shambulia, ingilia, vizia, fuata.

c. 1st: Wakitawanyika tutawafuata?
2nd: Wakitawanyika hatutawafuata.

toroka, vuka mto, shambulia, piga filimbi.

d. 1st: Ukilazimishwa utajifunza?
2nd: Sitajifunza nikilazimishwa.

amrishwa, burudika, chelewa, choka.

e. 1st: Akisikiliza atafahamu?
2nd: Ndio, atafahamu.

ambiwa, ona, soma, jifunza.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Nikikuambia utatosheka?
Ukiniambia sitatosheka.

lipa, pa, linda, fundisha.

b. Ukimwangalia atafahamu?
Hatafahamu nikimwangalia.

fundisha, eleza, onyesha, amuru.

c. Akituamini tutamwongoza?
Tutamwongoza akituamini.

uliza, onyesha, pendeza, shtaki.

d. Wakikuuliza utawaeleza?
Sitawaeleza wakiniuliza.

kamata, teka, funga, ruhusu.

e. Mkiwakomesha watakata tamaa?
Hawatakata tamaa tukiwakomesha.

fukuza, vumbua, shambulia, tambua.

f. Tukimtuma ataondoka?
Hataondoka tukimtuma.

eleza, fuata, acha, onyesha.

g. Ukipenda utaondoka?
Ndio, nikipenda nitaondoka.

maliza, kumbuka, elewa, umia.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Meja alimwita Kapteni na alimwambia awaite maofisa kusikiliza amri zake. Kapteni aliona akipiga filimbi, wote watasikia na watakuja haraka. Meja aliona ni lazima kufanya mpango kwa kushambulia leo.

Wakiangalia ramani wataweza kuona bonde kubwa na mto. Ukingoni mwa mto ni boma la adui. Wakishambulia boma kwa akili wangefaulu kuteka boma. Hivi wakigawanya jeshi sehemu mbili ingekuwa bora. Wakiingilia adui upande wa kushoto si vizuri sababu ya matope mengi. Lakini wakiingilia upande wa kulia wangefaulu na wangepata maficho katika miamba mikubwa.

Ofisa mmoja aliogopa wataonekana wakivuka mto kwa chelezo, lakini wakitumia kamuflaji (vidanganya macho) adui hatawavumbua. Wote waliomba Meja kueleza tena na kukariri mpango wa mashambulio ili wasisahau.

Step 2. Questions based on the above narration:

Nani alimwita Kapteni?
Alitaka amwite nani tena?

Kapteni alitumia njia gani kuwaita?
Meja alitaka kufanya mpango gani?
Wakisikia filimbi watakuja upesi?

Katika ramani waliona nini?
Boma la adui lilikuwa wapi?
Wangeweza kuteka boma lile?
Walitaka kugawanya jeshi sehemu ngapi?
Upande wa kushoto kuna nini?

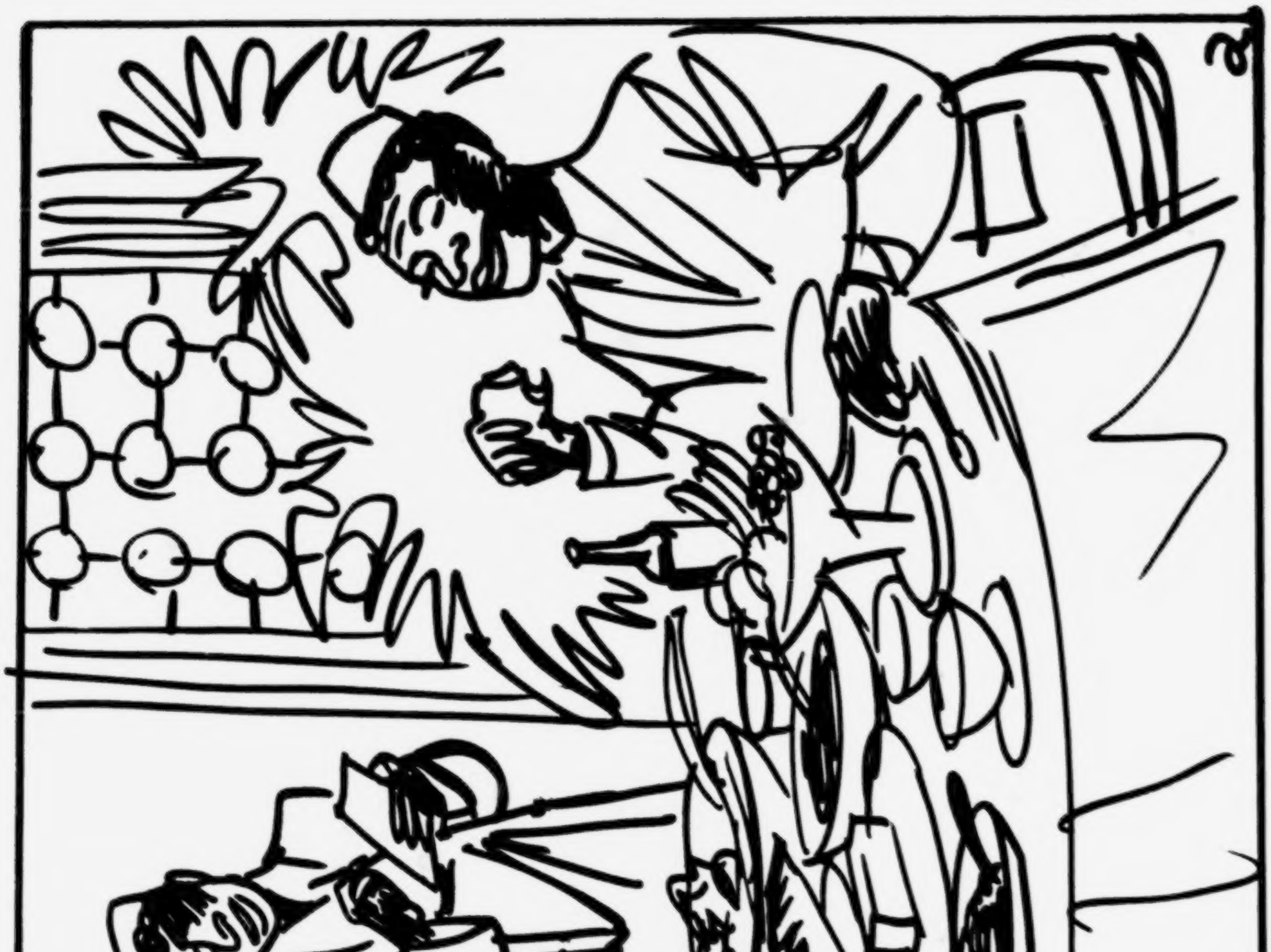
Wakiingilia upande wa kulia wangefaulu?
Wangepata maficho wapi?
Ofisa mmoja aliogopa nini?
Walitaka kuvuka mto kwa njia gani?
Maofisa waliomba nini?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 50


2

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on the 'A' tense.

a. Twende mgahawani.
Twataka chakula.
Twapenda pombe.

b. Naja, mabwana.
Nafurahi kukaa hapa.
Nala hapa siku zote.

c. Apenda kuagiza chai.
Apata bakshishi.
Aleta machupa mawili.

d. Wapenda kitoweo?
Wapenda bia?
Wala mboga?

2. Drill on the conditional tense.

a. Mngependa kuagiza?
Mngependa kunywa nini?
Mngekunywa kahawa?

b. Tungependa kitoweo.
Tungekula mchuzi wa binzari.
Tungeagiza ndizi iliyopikwa.

c. Ungelipa gharama?
Ungempa bakshishi?
Ungepata bia?

d. Angeleta chakula cha mwisho?
Angependa nyama ya kondoo?
Angerudi mgahawani tena?

3. Semantic drills.

a. Unakaa katika hoteli?
Unaingia katika hoteli?

b. Unakwenda mgahawani?
Unakula katika mgahawa?

c. Mtumishi analeta chakula.
Mwite mtumishi alete hesabu.

d. Mgeni anaagiza kitoweo.
Mabwana wanapenda kitoweo.

e. Ndizi ni mboga.
Nyanya ni mboga.

f. Mchuzi wa nyanya.
Mchuzi wa binzari.

g. Matunda mabivu.
Ndizi mbivu.

h. Mkate na siagi.
Anatia siagi juu ya mkate.

i. Mapambo mazuri.
Mapambo malidadi.

j. Mtumishi anapata bakshishi.
Alipata bakshishi nzuri.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Shall we go to a café or hotel?

   This café will do.

2. Hi, waiter, we want to order food.

   I'm coming, gentlemen, what would you like to order?

3. We'd like a mutton stew.

   Would you like it with curry gravy?

4. Yes, and for vegetable we'd like bananas and tomatoes.

   And what for dessert?

5. Some ripe fruit will satisfy us.

   And what would you like to drink, tea or coffee?

6. Bring two bottles of beer.

   O.K., you'll get it all quickly, also bread and butter.

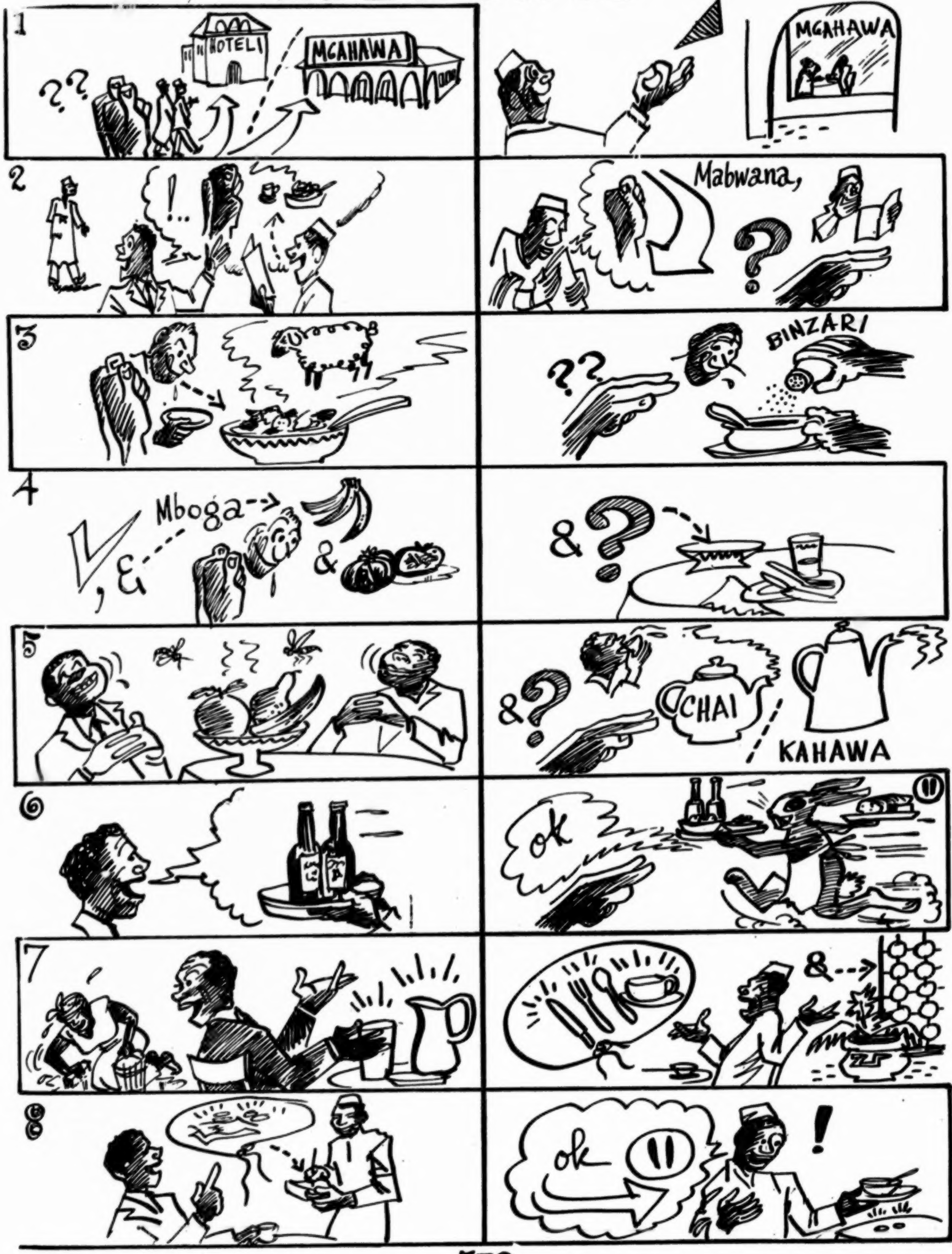
7. This café is pleasing in its cleanliness.

   All utensils are new and furnishings are decorative.

8. Put all expenses on one account.

   O.K. Please come again! Thanks for the tip.

LESSON 50


1
??
HOTELI
MGAHAWA
MGAHAWA
2
!..
Mabwana,
?
3
??
BINZARI
4
Mboga
&
&?
5
&?
CHAI
KAHAWA
6
ok
7
&
8
ok
!

1. Twende mgahawani au hoteli?

Mgahawa huu utafaa.

2. Ee, mtumishi, twataka kuagiza chakula.

Naja, mabwana, mngependa kuagiza nini?

3. Tungependa kitoweo cha nyama ya kondoo.

Mngependa mchuzi wa binzari vilevile?

4. Ndio, na kwa mboga tungependa ndizi na nyanya.

Na kwa chakula cha mwisho, je?

5. Matunda mabivu yatatutoshea.

Na mngependa kunywa nini, chai au kahawa?

6. Lete machupa mawili ya pombe (bia).

Vema, mtapata yote upesi, hata mkate na siagi.

7. Mgahawa huu unapendeza kwa usafi.

Vyombo vyote ni vipya na mapambo ni malidadi.

8. Andika gharama zote juu ya hesabu moja.

Vema. Tafadhali rudini tena. Asante kwa bakshishi.

Step 1.

1. Repetition Drill

a. Mngesafisha migahawa tungetosheka.
Mngesafisha migahawa tungetosheka.

fagia, tafuta, tunza, pata.

b. Twataka kitoweo cha nyama.
Twataka kitoweo cha nyama.

nunua, uza, tengeneza, leta.

c. Mkiniamini mtaokoka.
Mkiniamini mtaokoka.

pendeza, ongoza, eleza, ita.

d. Wamekula mkate na siagi.
Wamekula mkate na siagi.

pata, agiza, nunua, peleka.

e. Anataka machupa mawili ya pombe.
Anataka machupa mawili ya pombe.

tafuta, agiza, ngojea, nunua.

f. Mtumishi alipata bakshishi.
Mtumishi alipata bakshishi.

pokea, chukua, taka.

2. Substitution Drill

a. Twaenda
------- mgahawani.
Twaenda mgahawani.

ondoka, toka, lala, pumzika.

b. Wangetaka
--------- mchuzi wa binzari.
Wangetaka mchuzi wa binzari.

penda, kunywa, pata, tengeneza.

c. Wameweka
-------- mapambo malidadi sana.
Wameweka mapambo malidadi sana.

nunua, agiza, vaa, onyesha.

d. Ukiandika
--------- gharama hapa tutalipa.
Ukiandika gharama hapa tutalipa.

hesabu, taja, onyesha, eleza.

e. Ataka
----- matunda mabivu.
Ataka matunda mabivu.

agiza, tafuta, nunua, leta.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 50

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mngependa kuagiza nini?
2nd: Tungependa kuagiza ndizi na nyanya.

taka, fikiri, anza, endelea.

b. 1st: Mngalipenda mchuzi wa binzari?
2nd: Ndio, tungaliupenda sana.

kunywa, agiza, tamani, pata.

c. 1st: Usafi wa mgahawa uliwatosha?
2nd: Ndio, uliwatosha.

vuta, pendeza.

d. 1st: Umepata machupa mangapi ya pombe?
2nd: Nimepata matatu.

uza, peleka, nunua, kunywa.

e. 1st: Mwataka chakula cha mwisho?
2nd: Ndio, twataka chakula cha mwisho.

ngojea, uliza, kula, pata.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wangelala mgahawani wangefurahi?
Ndio, wangefurahi sana.

kaa, ishi, fanya kazi, enda.

b. Ukitaka matunda utapata mengi?
Ndio, nitapata mengi.

tafuta, vuna, omba.

c. Wameleta chupa ya pombe?
Ndio, wameleta chupa kubwa.

nunua, uza, peleka, pata.

d. Afikiri kuondoka leo?
Ndio, afikiri kuondoka.

tamani, taka, jaribu. penda.

e. Ungalivumilia ungalifaulu?
Ndio, ningalifaulu.

endelea, jifunza, amini, fanya bidii.

f. Wataka kuniongoza?
La, sitaki kukuongoza.

fikiri, penda, tamani, ngojea.

g. Alifahamu kila kitu?
Alifahamu mambo yote.

kumbuka, sema, uliza, andika.

6th PERIOD — SITUATIONAL APPLICATION — LESSON 50

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mabwana wawili, watu tajiri wenye maduka, walikwenda mgahawani kwa chakula kidogo. Waliketi karibu na meza uliokuwa na mapambo mazuri. Vyombo vyote vilikuwa safi na vipya.

Mtumishi alikuja kuwauliza kama wangependa kuagiza kitu. Mabwana walikuwa na njaa na waliagiza kitoweo cha nyama ya kondoo pamoja na mchuzi wa binzari. Kwa mboga waliagiza ndizi zilizopikwa na nyanya. Kwa chakula cha mwisho wangalipenda matunda mabivu kama machungwa au maembe. Walipata mkate na siagi vilevile.

Alipowauliza kama wangependa chai au kahawa hawakupenda, lakini waliagiza machupa mawili ya bia.

Walipomaliza kula walimpa mtumishi bakshishi nzuri na walimwambia kuandika gharama zote juu ya hesabu moja.

Step 2. Questions based on the above narration:

Mabwana wawili walikwenda wapi?
Walikuwa tajiri?

Walikuwa na njaa?
Mgahawani waliketi wapi?
Vyombo vilikuwa vizee na vibaya?

Mtumishi aliwauliza nini?
Waliagiza kitoweo gani?
Walipenda mchuzi wa namna gani?
Kwa mboga waliagiza nini?
Ndizi zilikuwa mbivu?

Walipenda kunywa kahawa?
Waliagiza nini badala ya kahawa?
Walimpa mtumishi bakshishi?
Mapambo yote yalipendeza?
Walilipa gharama?

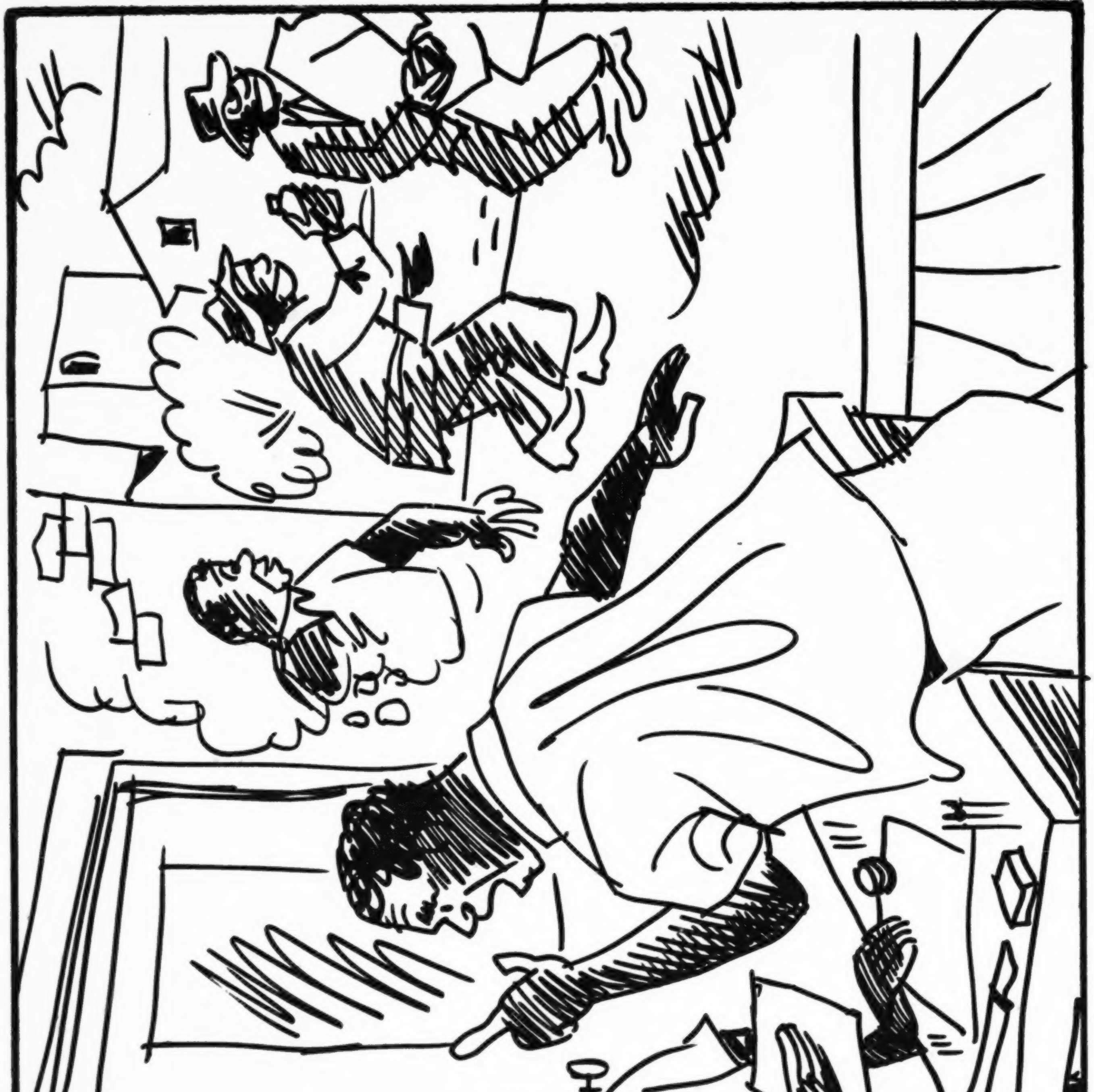
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 51

740 thru/ 743


E
BRIICEA
FREDLEW
EDDUNN

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on 'KI' tense denoting simultaneous action.

a. Nilimwona akiuza.
Nilimwona akiiba.
Nilimwona akichukua.

b. Ulimwona akiuza dawa?
Ulimwona akiangusha paketi?
Ulimwona akivaa nguo?

c. Tulimwona akiiba dawa.
Tulimwona akigeuka.
Tulimwona akiokota paketi.

d. Aliwakuta wakicheza.
Aliwakuta wakijizoeza.
Aliwakuta wakijifunza.

2. Drill on the 'KI' tense denoting 'if' (generalization).

a. Akiona atatambua?
Akienda atapata?
Akimwona atamwambia?

b. Wakimfuata watampata.
Wakimwonya watamsaidia.
Wakimfundisha watamwelimisha.

c. Ukipenda nitakupa.
Ukijaribu nitafurahi.
Ukikana nitakuonya.

d. Tukiwa na njaa tutakula.
Tukiwa na kiu tutakunywa.
Tukienda upesi tutafika.

3. Semantic drills.

a. Kidonge cha dawa.
Kidonge cha aspirini.

b. Raia ya nchi hii.
Raia mwema.

c. Nguo za kiraia.
Nguo za rasmi.

d. Amekula sasa ameshiba.
Ana njaa, hajashiba.

e. Nilikuuliza swali.
Alitoa maswali.

f. Alienda zake.
Alienda njia zake.

g. Paketi ya dawa.
Paketi ya posta.

h. Papo hapo aliondoka.
Alisimama papo hapo.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Doctor, I saw our clerk sell medicine secretly.

   What medicine did you see him sell?

2. He was selling aspirin tablets and iodine.

   Was he wearing civilian clothes or uniform?

3. He was wearing civilian clothes.

   When he saw you did he recognize you?

4. Possibly, but he did not turn, he looked me in the face.

   How do you know he was selling those drugs?

5. He was afraid, and he dropped two packets.

   Did he go his way leaving them right there?

6. Yes, I picked them up and wrapped them in paper.

   You opened them afterwards and saw those drugs?

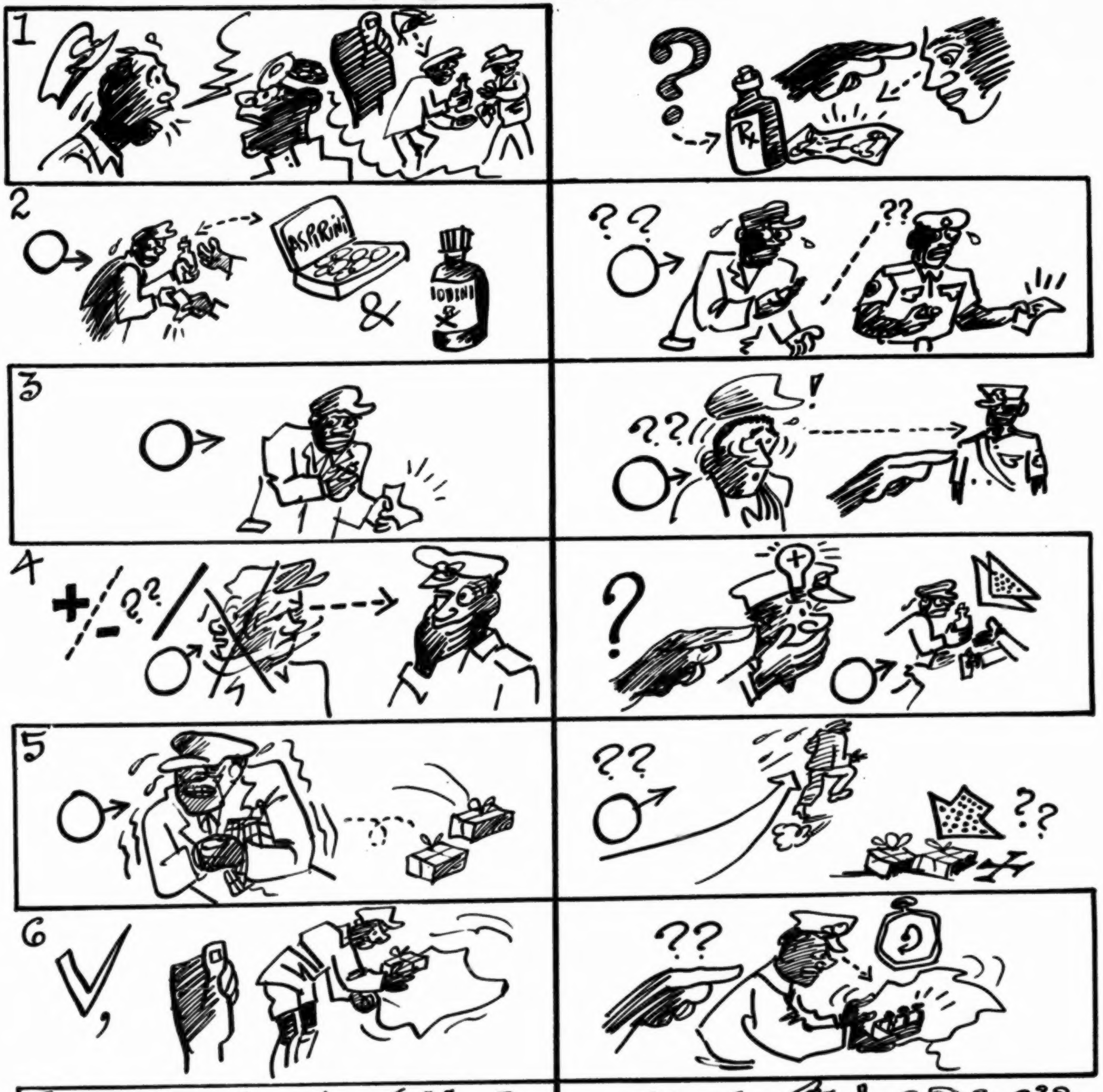
7. Yes, and I did not want to wait without telling you.

   Go and call him, I want to question him.

8. If he sees these drugs, will he recognize them?

   Put the drugs here, if he sees them he won't deny it.

LESSON 51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!

1. Daktari, nilimwona karani wetu akiuza dawa kisirisiri.

   Ulimwona akiuza dawa gani?

2. Alikuwa akiuza vidonge vya aspirini na yodini.

   Alivaa nguo za kiraia au za rasmi?

3. Alivaa nguo za kiraia.

   Alipokuona alikutambua?

4. Pengine, lakini hakugeuka, alinitazama usoni.

   Unajuaje alikuwa akiuza dawa hiyo?

5. Aliogopa, akaangusha paketi mbili.

   Alienda zake akaziacha papo hapo?

6. Ndio, niliziokota nikazifungia katika karatasi.

   Halafu ulizifungua ukaona dawa hiyo?

7. Ndio, na sikutaka kukawia bila kukujulisha.

   Nenda ukamwite, nataka kumwuliza maswali.

8. Akiona dawa hii ataitambua?

   Weka dawa hapa, akiiona hataweza kukana.

Step 1.

1. Repetition Drill

a. Nilimwona karani akiuza dawa.
Nilimwona karani akiuza dawa.

kunywa, iba, chukua, tumia.

b. Alikuwa akiuza dawa ya aspirini.
Alikuwa akiuza dawa ya aspirini.

tumia, toa, ficha, peleka.

c. Tuliondoka tukamfuata papo hapo.
Tuliondoka tukamfuata papo hapo.

kamata, julisha, ita, shtaki.

d. Waliondoka wakaenda mjini.
Waliondoka wakaenda mjini.

rudi, kimbia, toroka, elekea.

e. Ulionekana ukiokota vidonge vile.
Ulionekana ukiokota vidonge vile.

ficha, uza, chukua, peleka.

f. Mlinikamata nikiiba.
Mlinikamata nikiiba.

toroka, simama, burudika, jifunza.

2. Substitution Drill

a. nikiangusha
Waliniona ----------- paketi.
Waliniona nikiangusha paketi.

chukua, iba, peleka, ficha.

b. tukiuza
Tulikuwa ------- dawa ya aspirini.
Tulikuwa tukiuza dawa ya aspirini.

kunywa, nunua, toa, gawanya.

c. ukiuza
Nilikukuta ------ yodini.
Nilikukuta ukiuza yodini.

tumia, weka, peleka, ficha.

d. ukawaonya
Ulikimbia --------- waondoke.
Ulikimbia ukawaonya waondoke.

ambia, ruhusu, amrisha, lazimisha.

e. akatosheka
Alikula ---------- vema.
Alikula akatosheka vema.

shiba, lala, pumzika, burudika.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 51

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ulimkuta akiuza nini?
2nd: Nilimkuta akiuza yodini.

iba, chukua, peleka, gawanya.

b. 1st: Alishtuka akaangusha paketi?
2nd: Ndio, alishtuka akaiangusha.

poteza, pasua, vunja, tupa.

c. 1st: Mliwaona mkatoroka?
2nd: Ndio, tuliwaona tukatoroka.

simama, shtuka, jificha, tawanyika.

d. 1st: Mlishikwa na woga mkarudi?
2nd: Ndio, tulishikwa na woga tukarudi.

jificha, toroka, simama, kimbia.

e. 1st: Ulinikamata nikilala?
2nd: La, nilikukamata ukitoroka.

jificha, tembea, ruka, simama.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Ulimwona akiuza nini?
Nilimwona akiuza dawa.

chukua, peleka, haribu, kunywa.

b. Alikuwa akienda wapi?
Alikuwa akienda mjini.

lala, ingia, toka, kaa.

c. Mliingia mkaomba msaada?
Ndio, tuliingia tukaomba msaada.

pata, uliza, toa, kataa.

d. Walikuona wakakushambulia?
La, waliniona wakanisalimia.

ita, tuma, ongoza, umiza.

e. Tukimpata tutamkamata?
Ndio, tutamkamata.

umiza, tuma, acha, peleka.

f. Ukisoma utafaulu?
La, sitafaulu.

lala, enda, ngojea, pumzika.

g. Nikikutuma utafanya haraka?
Ndio, nitafanya haraka.

kimbia, rudi, furahi, kataa.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Katika hospitali moja daktari alitoa dawa bure kwa wagonjwa. Karani aliyefanya kazi kule alitaka kujipatia faida kidogo kwa njia ya chini chini. Hivyo aliiba dawa kama aspirini na yodini na aliiuza kwa watu kule nje.

Siku moja nilimkuta akiuza dawa. Hakujua kwamba nilimwona. Kwa ghafula aligeuka akaniona. Aliogopa sana aliponitambua akaangusha dawa chini, lakini aliendelea kunitazama usoni tu. Halafu alienda zake.

Niliokota paketi alizoangusha nikazifungua, nikaona ndani yake kuna vidonge vya aspirini na kichupa cha yodini. Dawa hii ilitoka hospitali. Nilitambua kwamba karani haaminiki, nikaenda kwa daktari, nikamwambia habari zote. Yeye hakufurahi aliposikia habari hizi na bila kukawia alimwita karani. Karani alipofika na aliposikia habari zote, hakuweza kukana na alisema kwamba alikosa.

Step 2. Questions based on the above narration:

Daktari alitoa dawa kwa bei gani?
Nani alipata dawa?

Karani aliyefanya kazi kule alitafuta faida zaidi?
Aliitafuta kwa njia gani?
Aliiba dawa gani?

Alifanya nini na dawa halafu?
Nilimkuta akifanya nini?
Aliogopa aliponiona?
Alifanya nini na paketi?
Aliendelea kutazama nini?

Nilifanya nini na paketi?
Nikatambua nini?
Daktari alifurahi aliposikia?
Akamwita nani?
Karani alikana habari hizo?

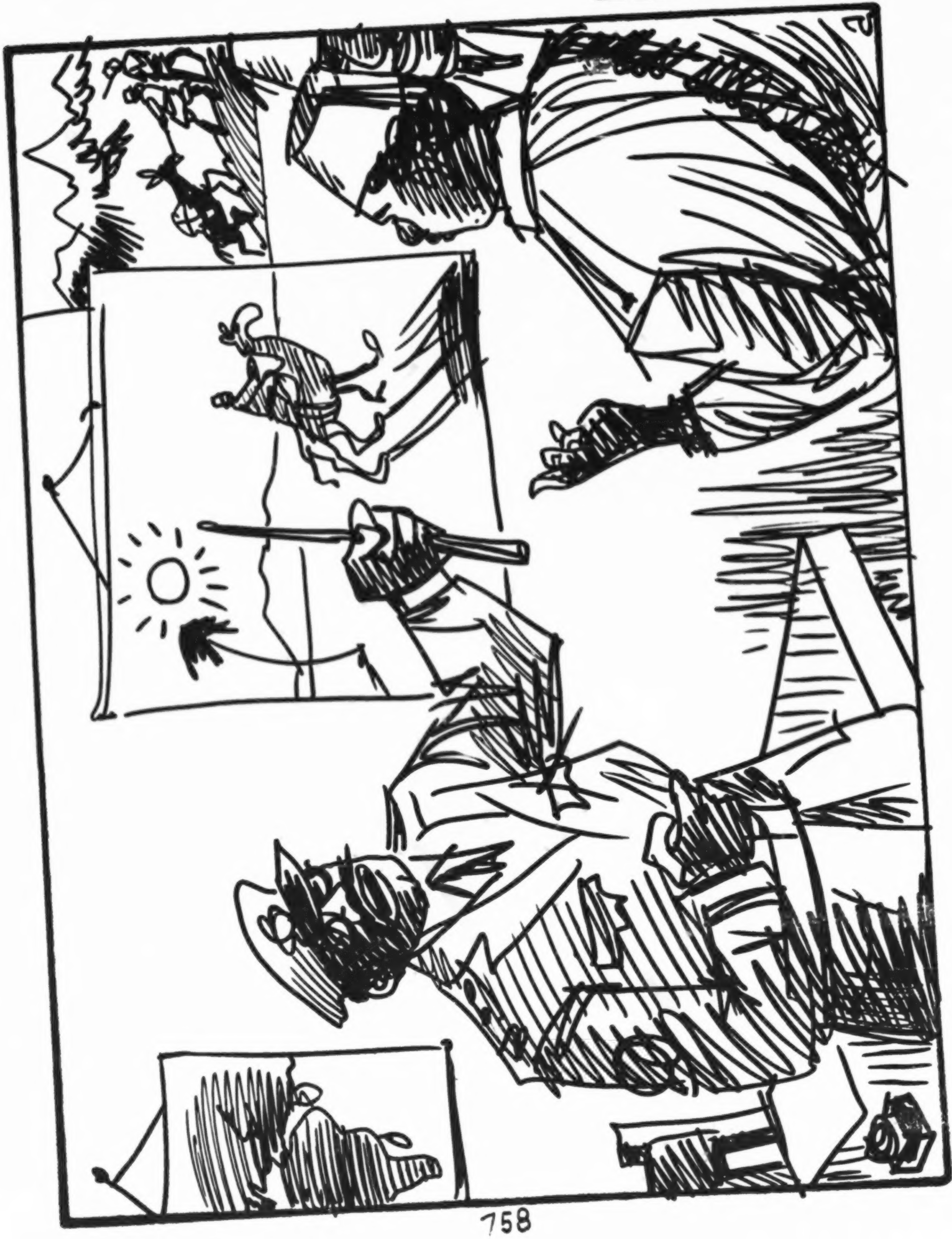
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 52

LESSON 52



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill using passive suffix 'WA'.

a. Wameitwa.
Wameambiwa.
Wameonyeshwa.

b. Wataelezwa.
Watalazimishwa.
Watashindwa.

c. Atapewa.
Ataruhusiwa.
Atasaidiwa.

d. Tuliamrishwa.
Tulifuatwa.
Tulipewa.

2. Drill using the narrative 'KA' tense.

a. Nilienda nikanunua.
Nilienda nikala mkate.
Nilienda nikanywa chai.

b. Tulimwona akatuambia.
Tulimpa akatuambia asante.
Tulimwita akatoroka.

c. Alinipa nikapokea.
Aliniambia nikasikiliza.
Alinionyesha nikafurahi.

d. Walicheza wakachoka.
Walisafiri wakafika.
Walishambulia wakashindwa.

3. Semantic drills.

a. Hali ya nchi:
kuna mchanga tupu.
kuna matope mengi.
kuna miamba mikubwa.
kuna milima mirefu.

b. Kuna mchanga katika jangwa.
Kuna matope katika bonde.
Kuna theluji katika milima.
Kuna barafu juu ya maji.

c. Polisi anapanda pikipiki.
Polisi anapanda ngamia.
Polisi anapanda farasi.
Polisi anapanda nyumbu.

d. Wenyeji wanapanda mahindi.
Wenyeji wanapanda matunda.
Wenyeji wanapanda ndizi.
Wenyeji wanapanda viazi.

e. Mkalimani anaeleza.
Mkalimani anasema na wenyeji.
Mkalimani anajua lugha nyingi.
Mkalimani anasema Kiswahili.

f. Yeye peke yake.
Yeye mwenyewe.
Wao peke yao.
Wao wenyewe.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Is it true the police have been called?

   They have been called and their mission will be explained to them.

2. Is the terrain bad where they'll be going through?

   Yes, they'll go through the desert, a place of nothing but sand.

3. Will they be compelled to ride camels?

   If we lack camels they'll also ride horses.

4. Thus they'll be unable to use motorcycles, isn't that so?

   Yes, and now they'll be told to make sure of the supplies.

5. Will every policeman go to the store and be given medicine and soap?

   And uniforms and food as well.

6. Do you remember long ago when we camped in the mountains?

   Yes, we were cold because of snow and ice.

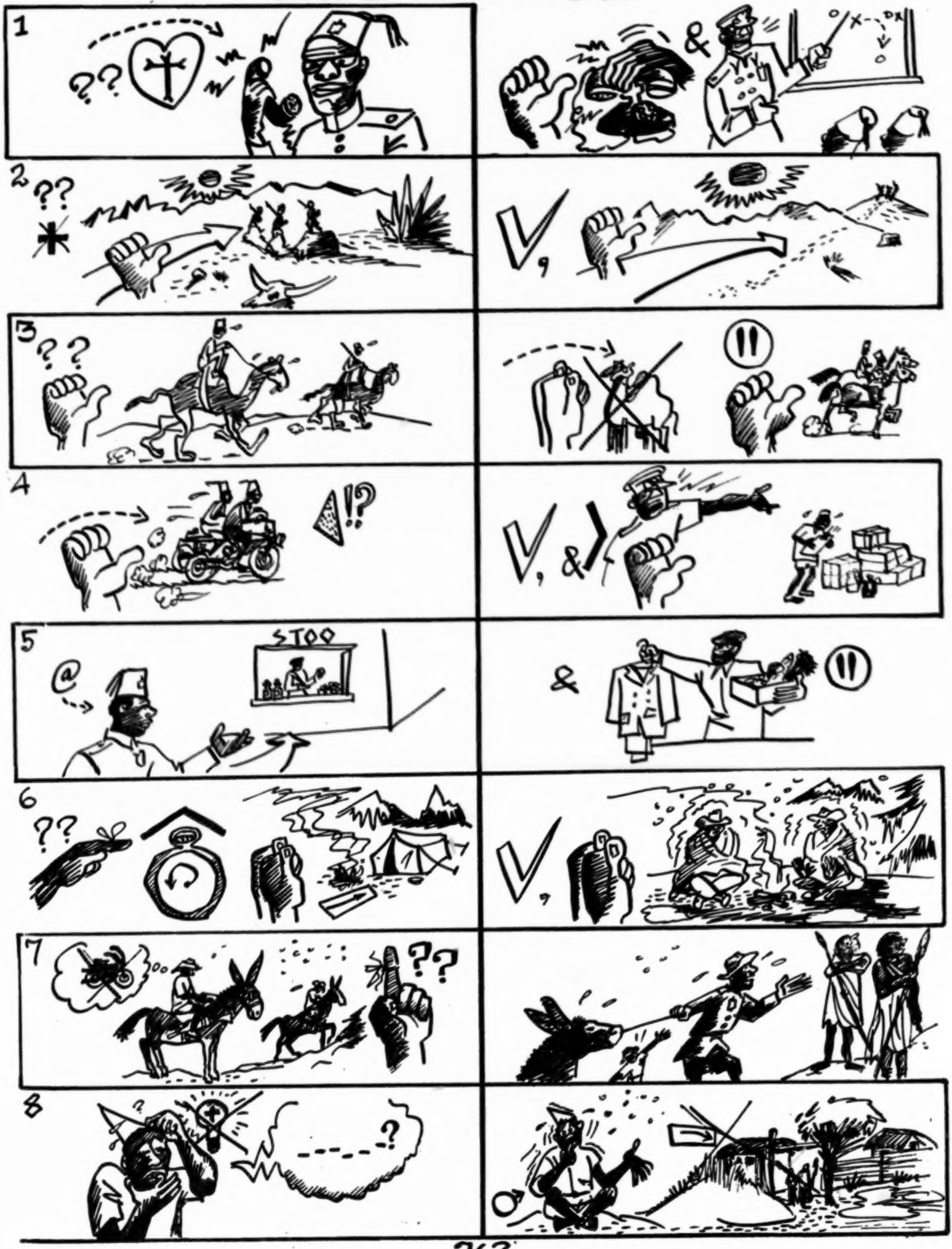
7. Instead of motorcycles we used mules, remember?

   And the natives refused to help us.

8. And the interpreter did not know the password.

   So he wasn't allowed to enter, and stayed outside alone.

LESSON 52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1. Ni kweli askari polisi wameitwa?

   Wameitwa na wataelezwa kusudi la safari.

2. Hali ya nchi ni mbaya mahali watakapopita?

   Ndio, watapitia jangwani, mahali pa mchanga tupu.

3. Watalazimishwa kupanda ngamia?

   Tukikosa ngamia watapanda farasi vilevile.

4. Hivyo watashindwa kutumia pikipiki, sivyo?

   Ndivyo, na sasa wataambiwa kuhakikisha mahitaji ya safari.

5. Kila polisi atakwenda stoo kupewa dawa na sabuni?

   Hata na nguo za rasmi na vyakula.

6. Wakumbuka zamani tulipopiga kambi milimani?

   Ndio, tuliona baridi sababu ya theluji na barafu.

7. Badala ya pikipiki tulitumia nyumbu, sivyo?

   Na wenyeji walikataa kutusaidia.

8. Tena mkalimani hakujua neno la siri.

   Hivyo hakuruhusiwa kuingia, akabaki nje peke yake.

Step 1.

1. Repetition Drill

a. Wameelezwa kusudi la safari.
Wameelezwa kusudi la safari

ambia, julisha, kumbusha.

b. Utalazimishwa kupanda ngamia.
Utalazimishwa kupanda ngamia.

fundisha, eleza, onyesha, amrisha.

c. Tulikatazwa kuwaongoza.
Tulikatazwa kuwaongoza.

lazimisha, ruhusu, omba, ambia,

d. Mtatumwa jangwani.
Mtatumwa jangwani.

peleka, fukuza, hamisha, poteza.

e. Nilipewa farasi mmoja.
Nilipewa farasi mmoja.

omba, pelekea, achia, lete.

f. Wataonyeshwa picha zote.
Wataonyeshwa picha zote.

-pa, uzia, rudishia.

2. Substitution Drill

a. Amepewa
------- sabuni na dawa.
Amepewa sabuni na dawa.

uzia, letea, tumia, pelekea

b. Nitaelezwa
---------- mambo yote.
Nitaelezwa mambo yote.

fundisha, ambia, uliza, kataza.

c. Umeamrishwa
----------- kupanda farasi.
Umeamrishwa kupanda farasi.

ambia, onya, lazimisha, fundisha.

d. Waliletewa
---------- nyumbu wawili.
Waliletewa nyumbu wawili.

nunulia, -pa, pelekea, onyesha.

e. Nimeruhusiwa
------------ kupanda pikipiki.
Nimeruhusiwa kupanda pikipiki.

lazimisha, fundisha, eleza, amrisha.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 52

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Askari polisi wameitwa?
2nd: Wameitwa wote.

tuma, peleka, fundisha, lipa.

b. 1st: Wameelezwa hali ya nchi?
2nd: Ndio, wameelezwa.

ambia, onyesha, fundisha.

c. 1st: Mmekumbushwa msipige kambi?
2nd: Hatujakumbushwa.

amrisha, onya, kataza, ambia.

d. 1st: Utaruhusiwa kukaa peke yako?
2nd: Sitaruhusiwa.

lazimisha, amrisha, ambia.

e. 1st: Nitaulizwa nini?
2nd: Sijui utaulizwa nini.

-pa, leta, fundisha, ambia.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Umeelezwa kila kitu?
Ndio, nimeelezwa.

-pa, leta, ambia, uliza.

b. Tutapewa chakula?
La, hatutapewa chakula.

pikia, leta, uzia.

c. Walishindwa kukimbia?
Ndio, walishindwa.

kataza, ambia, amrisha, lazimisha.

d. Utaongozwa mjini?
Ndio, nitaongozwa.

ingiza, peleka, funga, saidia.

e. Mlikamatwa mkiiba?
Ndio, tulikamatwa tukiiba.

shika, umiza, kutwa, shambulia.

f. Uliumizwa ukitoroka?
Ndio, niliumizwa nikitoroka.

kamata, kuta, choma, fuata.

g. Nitapelekwa hospitali?
Ndio, utapelekwa hospitali.

rudisha, lazimisha kukaa, pendeza.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Askari polisi walielezwa kusudi la safari yao. Watamfuata mpelelezi adui aliyetoroka jela. Mpelelezi huyo ni mwenyeji na anajua hali ya nchi. Alikimbia upande wa jangwa. Polisi waliambiwa watapanda ngamia au farasi ili waweze kupita katika mchanga kule jangwani. Pikipiki hazifai jangwani.

Safari ya kupitia jangwani itakuwa ya siku chache. Kwa hivyo kila polisi aliamrishwa kwenda stoo kupata mahitaji ya safari kama: dawa, nguo, sabuni na vyakula.

Mapolisi wawili walikumbuka jinsi walikaa katika kambi moja juu milimani katika nchi nyingine. Kule walipata taabu sababu ya baridi nyingi. Popote palikuwa theluji na barafu. Badala ya pikipiki walitumia nyumbu. Nyumbu ni wanyama hodari kwa njia za milimani. Walicheka walipokumbuka jinsi mkalimani alisahau neno la siri na hakuruhusiwa kuingia kambini akabaki nje peke yake.

Step 2. Questions based on the above narration:

Askari polisi walielezwa nini?
Waliambiwa watamfuata nani?
Nani alijua hali ya nchi?
Polisi waliambiwa watapanda wanyama gani?
Kwa nini pikipiki hazikufaa?

Safari ilikuwa ya siku moja?
Mapolisi waliambiwa kwenda wapi?
Walikwenda kupata mahitaji gani?
Mapolisi wawili walikumbuka nini?
Kambi yao ilikuwa katika nchi nyingine?

Hali ya nchi ilikuwa nzuri?
Walipata taabu gani?
Walitumia nini badala ya pikipiki?
Mkalimani alisahau nini?
Aliruhusiwa kuingia kambini?

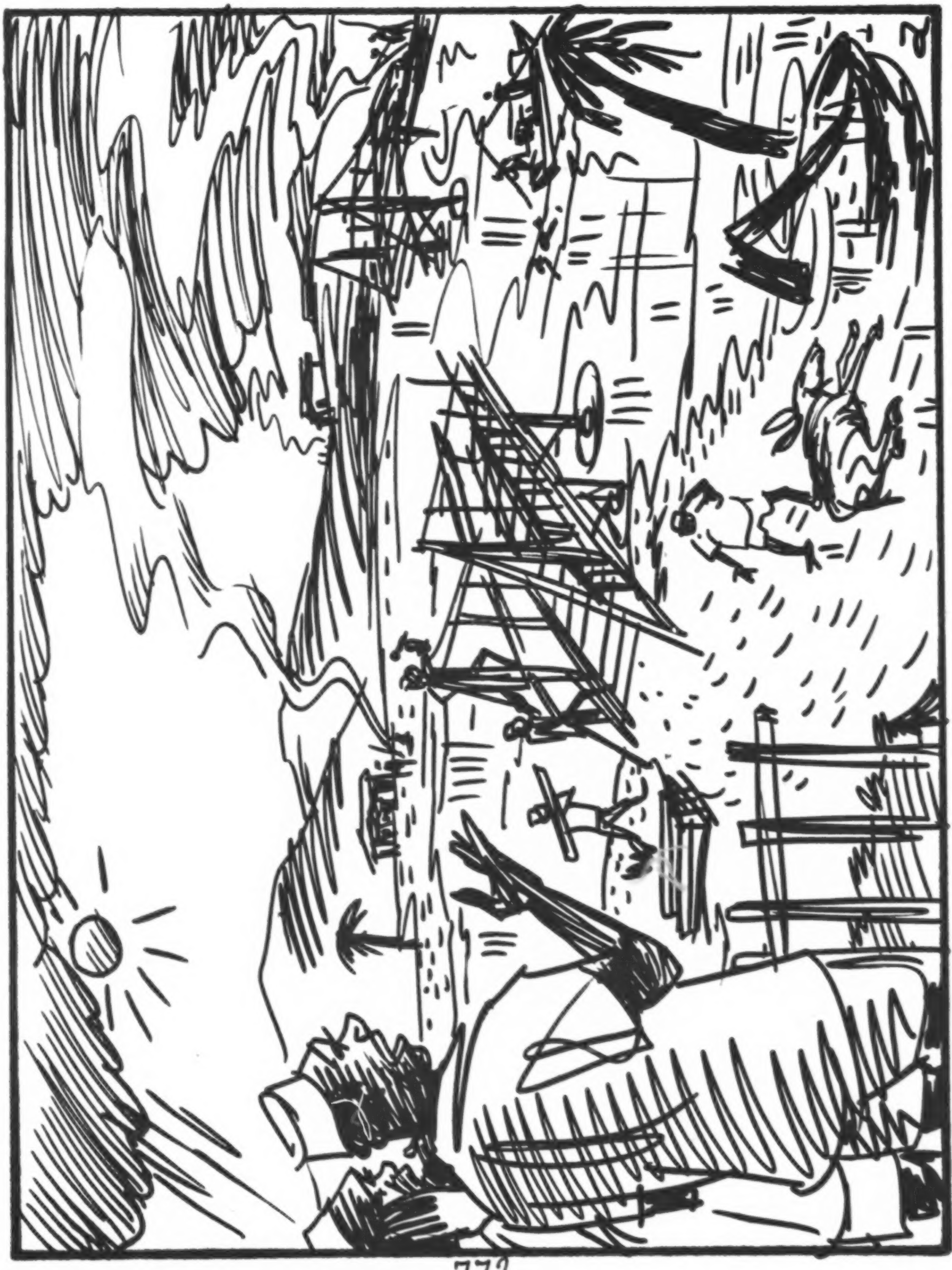
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 53

LESSON 53



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drills with 'Amba'.

a. Mgeni ambaye alirudi.
Mtoto ambaye alizama.
Mvulana ambaye anajenga.
Msichana ambaye anastahili.

b. Watu ambao huogopa.
Vijana ambao husaidia.
Wavulana ambao hucheza.
Wasichana ambao hushona.

c. Shamba ambalo limeharibika.
Daraja ambalo lilibomoka.
Jina ambalo linapendeza.
Bomu ambalo lilianguka.

d. Mashamba ambayo yameharibiwa.
Mavumbi ambayo yamelala.
Majina ambayo yanapendeza.
Maua ambayo yananuka.

e. Kitu ambacho kinapendeza.
Kitu ambacho hakifai.
Chombo ambacho kimepotea.
Choo ambacho kinanuka.

f. Vitu ambavyo vinafaa.
Vitu ambavyo vitaletwa.
Vyombo ambavyo vimepotea.
Vyakula ambavyo vimeletwa.

g. Nyumba ambayo imebomoka.
Mvua ambayo ilinyesha.
Maiti ambayo haikutambulika.
Radi ambayo ilitisha.

h. Nyumba ambazo zilibomoka.
Barua ambazo zilifika.
Bunduki ambazo zilipotea.
Motokaa ambazo ziliharibika.

Note: The above drills should be presented also in the negative form.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Mwangi, it rained heavily during the night.

   Really, Kamau, and rivers which have overflowed have ruined the fields.

2. Were all the fields which are in the valleys destroyed?

   Yes, there is dirt and rubbish which stinks all over.

3. Did that wooden bridge break down too?

   It broke down, but youths from the school are building a crossing.

4. These boys and girls deserve our gratitude.

   True! Say, did you hear the claps of thunder during the night?

5. Yes, thunder has shaken down buildings which were not strong.

   The lightning which flashed scared many people.

6. People who fear lightning trembled very much.

   Are there any neighbors who died at that time?

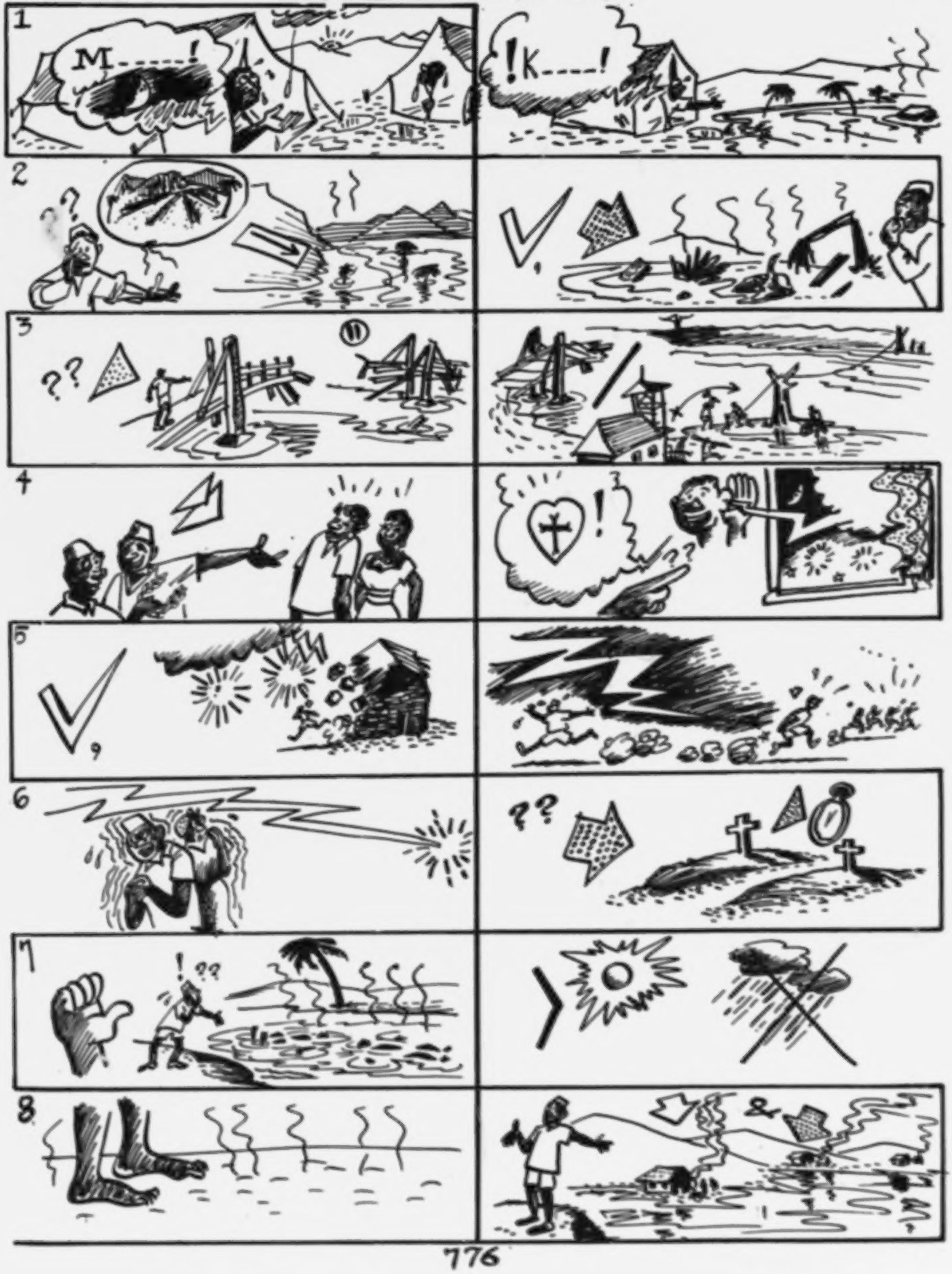
7. They found two corpses in the water which are not recognizable.

   Now the sun is shining, there are no clouds nor rain.

8. The dust has settled and the steam is appearing.

   Even smoke here and there shows people have lit fires.

LESSON 53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1. Mwangi, mvua nyingi ilinyesha usiku!

   Kweli, Kamau, mito ambayo ilifurika iliharibu mashamba.

2. Mashamba yote ambayo yako mabondeni yameharibiwa?

   Ndio, kuna uchafu na takataka ambayo inanuka popote.

3. Daraja lile la mbao lilibomoka vilevile?

   Limebomoka, lakini vijana wa skuli wanajenga kivuko.

4. Wavulana na wasichana hawa wanastahili shukrani yetu.

   Kweli! Je, ulisikia ngurumo ya radi usiku?

5. Ndio, radi imebomoa majengo ambayo hayakuwa imara.

   Umeme ambao ulimulika ulitisha watu wengi.

6. Watu ambao huogopa umeme walitetemeka sana.

   Kuna jirani ambaye alikufa wakati huo?

7. Wamepata maiti mbili majini ambazo hazitambulikani.

   Sasa jua linang'aa, hakuna mawingu wala mvua.

8. Mavumbi yamelala, na mvuke inaonekana.

   Hata moshi huko na huko huonyesha watu wamewasha mioto.

Step 1.

1. Repetition Drill

a. Alichungua daraja ambayo haikubomoka.
Alichungua daraja ambayo haikubomoka.

nyumba (pl), mtumbwi, kibanda.

b. Tunatazama mashamba ambayo yaliharibiwa.
Tunatazama mashamba ambayo yaliharibiwa.

majengo, daraja (pl), chakula.

c. Jirani ambaye aliondoka amerudi.
Jirani ambaye aliondoka amerudi.

wasichana, wavulana, mpishi, swala.

d. Maiti ambazo hazitambulikani zimeletwa.
Maiti ambazo hazitambulikani zimeletwa.

wadudu, mnyama, nyoka (pl), ndege.

e. Kinywaji ambacho ulinipa si kizuri.
Kinywaji ambacho ulinipa si kizuri.

vinywaji, samaki (pl), punda, mzigo.

f. Wamemwona mvuvi ambaye alianguka.
Wamemwona mvuvi ambaye alianguka.

wavulana, miamba, eropleni.

2. Substitution Drill

a. Mwamba
------ ambao ulivunjika ni mkubwa.
Mwamba ambao ulivunjika ni mkubwa.

nyumba, daraja (pl), mtumbwi, mitego.

b. mashamba
Waliona -------- ambayo yaliharibiwa.
Waliona mashamba ambayo yaliharibiwa.

mgahawa kijiji, hoteli (pl), matunda.

c. Abiria
------ ambaye aliumia amerudi.
Abiria ambaye aliumia amerudi.

simba (pl), wasichana, punda, wanachama.

d. Maiti
----- ambayo inajulikana imezama.
Maiti ambayo inajulikana imezama.

meli, kifungu, vifaa, mashua.

e. mvuvi
Tunamwona ----- ambaye alianguka.
Tunamwona mvuvi ambaye alianguka.

ng'ombe (pl), Jemedari, vijana, kipande.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Ulisikia radi ambayo ilinguruma?
2nd: Ndio, niliisikia.

simba, wanyama, mizinga.

b. 1st: Kuna jirani ambayo aliumia?
2nd: Jirani ambao waliumia ni wengi.

msichana, wanyama, mzazi, wapishi.

c. 1st: Daraja ambalo limeanguka ni kubwa?
2nd: Ndio, daraja ambalo limeanguka ni kubwa sana.

majengo, mzigo, paketi, sanduku.

d. 1st: Maiti ambazo zilinokana ni hizi?
2nd: Ndio, ni hizi.

mitumbwi, wavuvi, mvulana, wevi.

e. 1st: Kinywaji ambacho ulinipa ni kizuri?
2nd: La, si kinywaji kizuri.

jembe, kiatu, mashamba, mitumbwi.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Wamepata vikombe ambavyo wanataka?
La, hawajavipata.

mitego, kikombe, vinywaji, samaki.

b. Ulinunua mizigo ambayo imeoza?
La, mizigo hiyo haijaoza.

tunda, vyakula, ndizi, maembe.

c. Mahali ambapo ulipanunua ni pazuri?
Mahali hapo ni pazuri kweli.

kiatu, vitu, mkeka, matunda.

d. Wamtafuta mwivi ambaye haonekani?
Ndio, namtafuta huyo.

kijiko, nyumba, wanyama, vitu.

e. Aliona kipande ambacho alikitaka?
La, hakukiona hicho.

mahali, mbwa, wadudu, ng'ombe.

f. Mwataka redio ambayo imevunjika?
La, hatuitaki hiyo.

mkuki, viko, majembe, kidude.

g. Wapenda kinywaji ambacho nilikupa?
Ndio, nakipenda sana.

vinywaji, shamba, gari, mkuki.

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Msiba mkubwa ulitokea wakati wa mvua kunyesha. Mvua ilinyesha sana kwa muda mrefu. Mito ikajaa maji na kufurika. Maji yalifunika mashamba mengi bondeni na kuleta takataka. Hata daraja dogo la mbao likabomoka na kuchukuliwa na maji. Watoto wa skuli, wavulana na wasichana, hawakuweza kufika skuli. Hivi vijana na wanafunzi wengine walitumia akili na walitengeneza kivuko cha kufaa kwa muda. Hawa wanastahili shukrani.

Shida nyingine ilitukia sababu ya ngurumo kubwa ya radi. Nyumba nyingine zikabomoka. Watu wengine waliogopa sana umeme uliomulika wakatetemeka. Watu wawili walichukuliwa na maji wakazama. Maiti yao ilionekana chini ya daraja. Ingawa mavumbi yamelala na mvua imeleta faida, upande mwingine imeleta hasara vilevile.

Step 2. Questions based on the above narration:

Msiba ulitokea wakati gani?
Mvua ilinyesha muda gani?
Maji ya mito yalifanya nini?
Maji yalileta nini shambani?
Daraja liliokoka?

Wavulana na wasichana walitaka kwenda wapi?
Waliweza kufika skuli?
Wakafanya nini halafu?
Wanastahili nini?
Nini ilichukuliwa kwa maji?

Ngurumo ya radi ilileta shida gani?
Watu waliogopa nini?
Walipoona umeme walifanya nini?
Nani alizama?
Mvua imeleta faida tu?

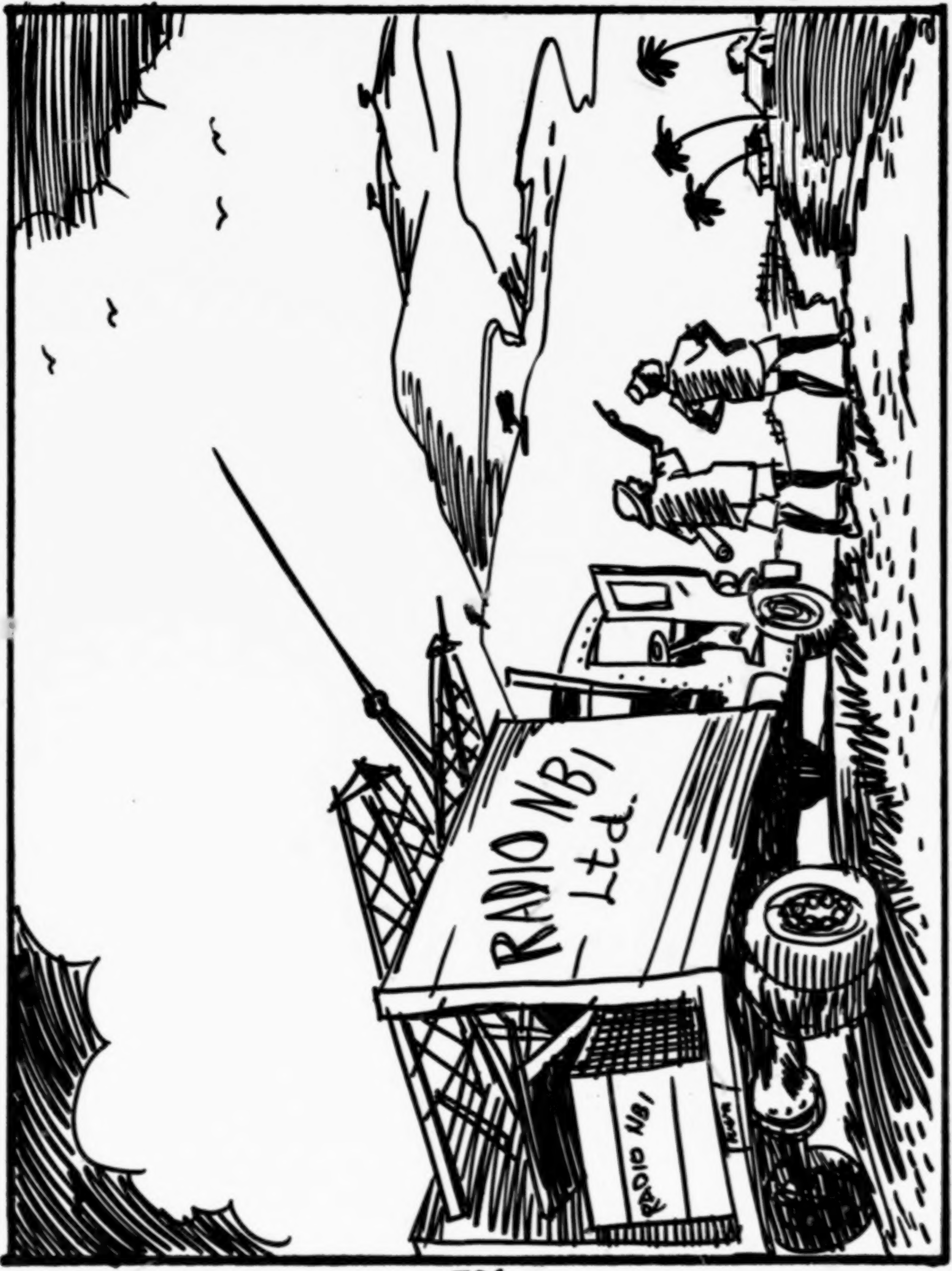
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 54

LESSON 54


RADIO NBI Ltd.
RADIO NBI

Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill on locative with 'PO' or 'PA' (specific).

a. Mahali pazuri.
Mahali panapofaa.
Mahali popote.
Mahali petu.

b. Mahali anapokaa.
Mahali pale.
Mahali hapa.
Mahali pangu papya.

2. Drill on locative with 'KO' or 'KU' (general).

a. Kule ni kuzuri.
Huku kunafaa.
Anakaa huku mjini.
Nyumbani kwetu.

b. Nyumbani kwako wapi?
Huku mjini.
Mjini anakokaa.
Alimtafuta kokote.

3. Drill on locative with 'MO' or 'MU' (inside).

a. Humu ni muzuri.
Humu mna vyombo.
Anakaa humu nyumbani.
Mkononi mwangu.

b. Humu sandukuni.
Mle nyumbani.
Nyumbani anamokaa.
Aliingia mle mgahawani.

4. Semantic drills.

a. Stesheni ya redio.
Stesheni ya kupokea habari.
Stesheni ya kutuma habari.

b. Antena ya redio.
Antena ya tivii.
Anatengeneza antena.

c. Wimbo huu mzuri.
Nyimbo hizi nzuri.
Muziki ya nyimbo.

d. Wenyeji walizungumza.
Sisi tulizungumza.
Alizungumza na fundi.

e. Fundi alishauriana na mkuu.
Fundi alitengeneza motokaa.
Fundi anasimamisha stesheni ya redio.

f. Vyombo vya redio.
Vidude vya redio.
Vitabu vya redio.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. Have you come to set up a radio station?

   Yes, we're looking for a good suitable place.

2. Because of the antenna you need high ground?

   Yes, I think that rise across there will do.

3. We're here in town; if you want help, just say so.

   I'll consult with my bosses first, thanks.

4. What do you have inside here in these boxes?

   In there are tools and various gadgets.

5. We talked (conversed) the other day about the advantages of this station.

   What did you conclude? Do the natives appreciate the advantage of radio?

6. There are those who understand and also want TV.

   No doubt you'll get all these things.

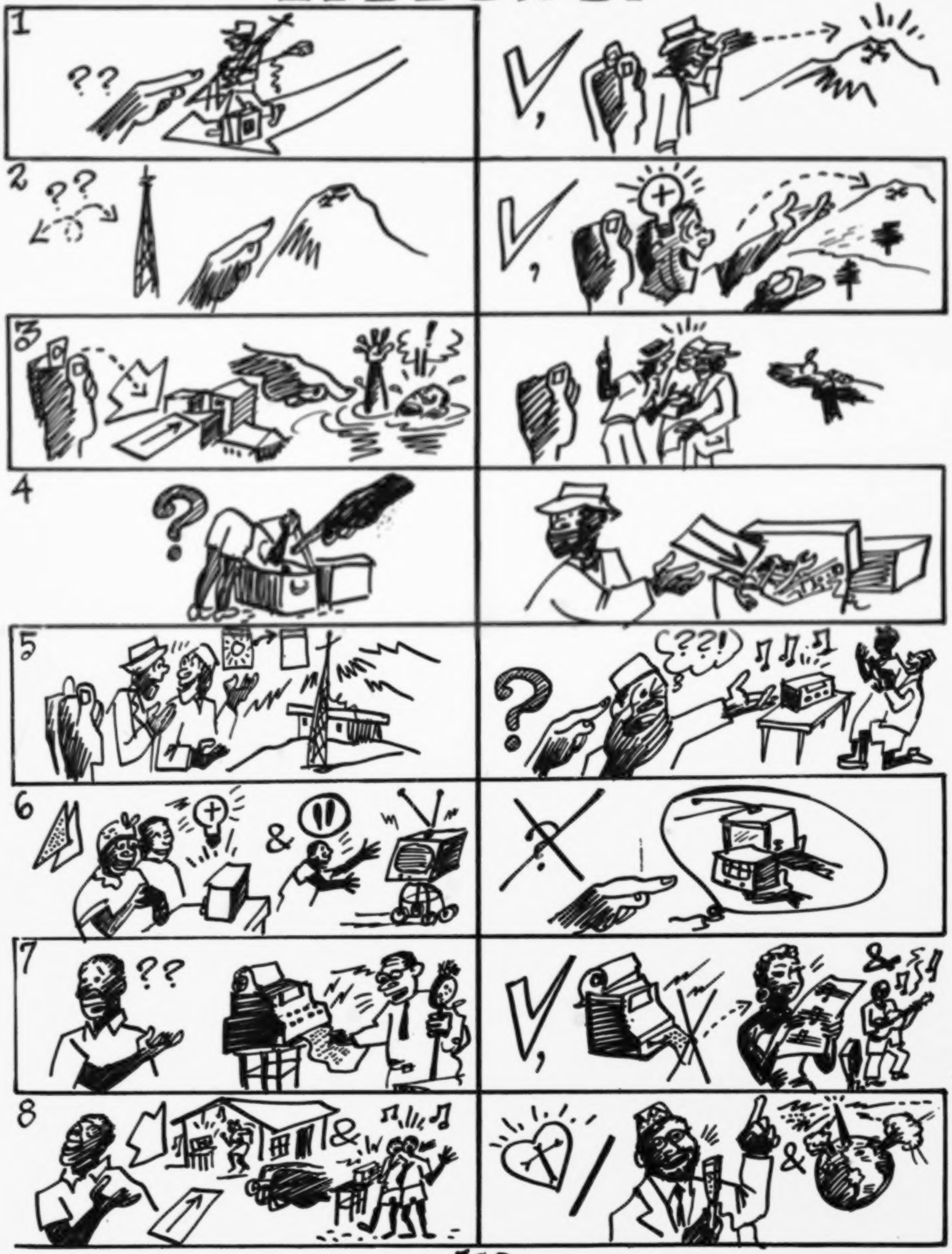
7. Is this a station for receiving and transmitting news?

   Yes, not only news, also songs and music.

8. Here in our homes it will be full of dance and play.

   True, but also speeches and news of the whole world.

LESSON 54



1. Mmekuja kusimamisha stesheni ya redio?
Ndio, twatafuta mahali pazuri panapofaa.

2. Kwa ajili ya antena mngependa mwinuko?
Ndio, nadhani mwinuko ule kule ng'ambo utafaa.

3. Tuko huku mjini; ukitaka msaada, sema tu.
Nitashauriana na wakuu wangu kwanza, asante.

4. Mna nini humu sandukuni?
Humu mna vyombo na vidude mbalimbali.

5. Tulizungumza juzi juu ya faida ya stesheni hii.
Mkaonaje? Wenyeji hufahamu faida ya redio?

6. Wako wanaofahamu na hupenda tivii vilevile.
Haikosi mtapata mambo hayo yote.

7. Stesheni hii ni ya kupokea hata na kutuma habari?
Ndio, na siyo habari tu, hata nyimbo na muziki.

8. Huku nyumbani kwetu kutajaa ngoma na michezo.
Kweli, hata na hotuba na habari za dunia nzima.

Item 1.

1. Repetition Drill

a. Twatafuta mahali panapofaa.
Twatafuta mahali panapofaa.

kibuyu, nyumba, mtu, mkuki.

b. Huku mjini kuna uchafu.
Huku mjini kuna uchafu.

sanduku, shamba, jangwa, kikapu.

c. Hapa mezani pana takataka.
Hapa mezani pana takataka.

maji, nyumba, mfuko, barabara.

d. Alipeleka vitu vyote nyumbani.
Alipeleka vitu vyote nyumbani.

duka, mji, kambi, bahari.

e. Anachukua saa mkononi.
Anachukua saa mkononi.

mfuko, sanduku.

f. Watoto wanacheza kiwanjani.
Watoto wanacheza kiwanjani.

mti, nyumba, kitanda, njia.

2. Substitution Drill

a. tivii
Twataka ----- inayopendeza.
Twataka tivii inayopendeza.

kisu, wakili, mishale, bastola.

b. mjini.
Tuko huku -----
Tuko huku mjini.

nyumba, jangwa, maji, giza.

c. mahali
Anatafuta ------ panapofaa.
Anatafuta mahali panapofaa.

kiko, kofia, kalamu, ua.

d. Mjini
----- unakoingia si kuzuri.
Mjini unakoingia si kuzuri.

maji, jangwa, giza, kisiwani.

e. Miti
---- tuliyoleta imeharibika.
Miti tuliyoleta imeharibika.

kiti, jembe, saa, viatu.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 54

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mahali panapofaa pamepatikana?
2nd: La, hapakupatikana.

tivii, muziki, antena, ngoma.

b. 1st: Mna nini humu sandukuni?
2nd: Humu mna vitu vingi.

jangwa, mji, nyumba, mfuko.

c. 1st: Nyumbani unakokaa ni kuzuri?
2nd: Nyumbani ninakokaa ni kuzuri sana.

mji, kisiwa, kambi, huko.

d. 1st: Anataka kujenga stesheni mlimani?
2nd: Ndio, huko kunafaa.

jangwa, kiwanja, mji, pori.

e. 1st: Huko mlimani kuna nini?
2nd: Kuna vitu vingi.

mji, jangwa, shambani, mgahawani.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Kuna nini huku mjini?
Kuna vitu aina nyingi.

chupa, kibuyu, kikapu, maji.

b. Unapeleka vidude hivyo nyumbani?
Ndio, ninavipeleka nyumbani.

jangwa, msitu, pori, kisiwa.

c. Unajua mahali waliponunua?
Ndio, ninajua mahali waliponunua.

kitambaa, jengo, nyumba, mkeka.

d. Kikapu ulichonunua kiko wapi?
Kiko hapa.

kalamu, viberiti, mishale, mbuzi.

e. Anaweza kutambua kalamu uliyompa?
Hawezi kuitambua.

kikombe, ng'ombe, vitu, mti.

f. Mahali ulipopapenda ni hapa?
Ndio, mahali nilipopapenda ni hapa.

tivii, mkeka, mtoto, kijiko.

g. Unakitaka kiatu hiki?
La, sikitaki kiatu hicho.

mahali, mitumbwi, wakulima, motokaa.

6th PERIOD SITUATIONAL APPLICATION LESSON 54

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Mafundi wa redio walifika kusimamisha stesheni ya redio. Walitafuta mahali pazuri panapofaa, hasa mwinuko au mlima. Kule ng'ambo waliona mwinuko utakaofaa kwa ajili ya antena kubwa.

Wenyeji walifika kuzungumza na mafundi. Walikuwa tayari kutoa msaada wao. Walifahamu faida ya redio hata tivii. Waliuliza maswali juu ya vitu vilivyofika, masanduku makubwa yenye vyombo na vidude mbalimbali. Bado hawajaona mambo kama hayo.

Wenyeji walifurahi kwamba stesheni hii kubwa ya kupeleka na kupokea habari italeta furaha kwa wengi. Wataweza kusikiliza nyimbo na muziki, ngoma kwa michezo yao, hata na hotuba na habari kutoka dunia nzima.

Step 2. Questions based on the above narration:

Nani alifika kusimamisha stesheni ya redio?
Mahali gani pangefaa kwa antena?
Waliona mahali gani patafaa?
Stesheni hii ni ya kupeleka habari tu?
Wenyeji waliogopa mafundi?

Wenyeji walikuwa tayari kufanya nini?
Walifahamu faida ya redio?
Wamekwisha kuona mambo kama hayo?
Waliuliza maswali juu ya nini?
Mlikuwa nini humu sandukuni?

Stesheni hii italeta nini kwa wenyeji?
Wataweza kusikia nyimbo na muziki?
Unafikiri watacheza ngoma vilevile?
Watapata kusikia hotuba vilevile?
Habari zitatoka wapi?

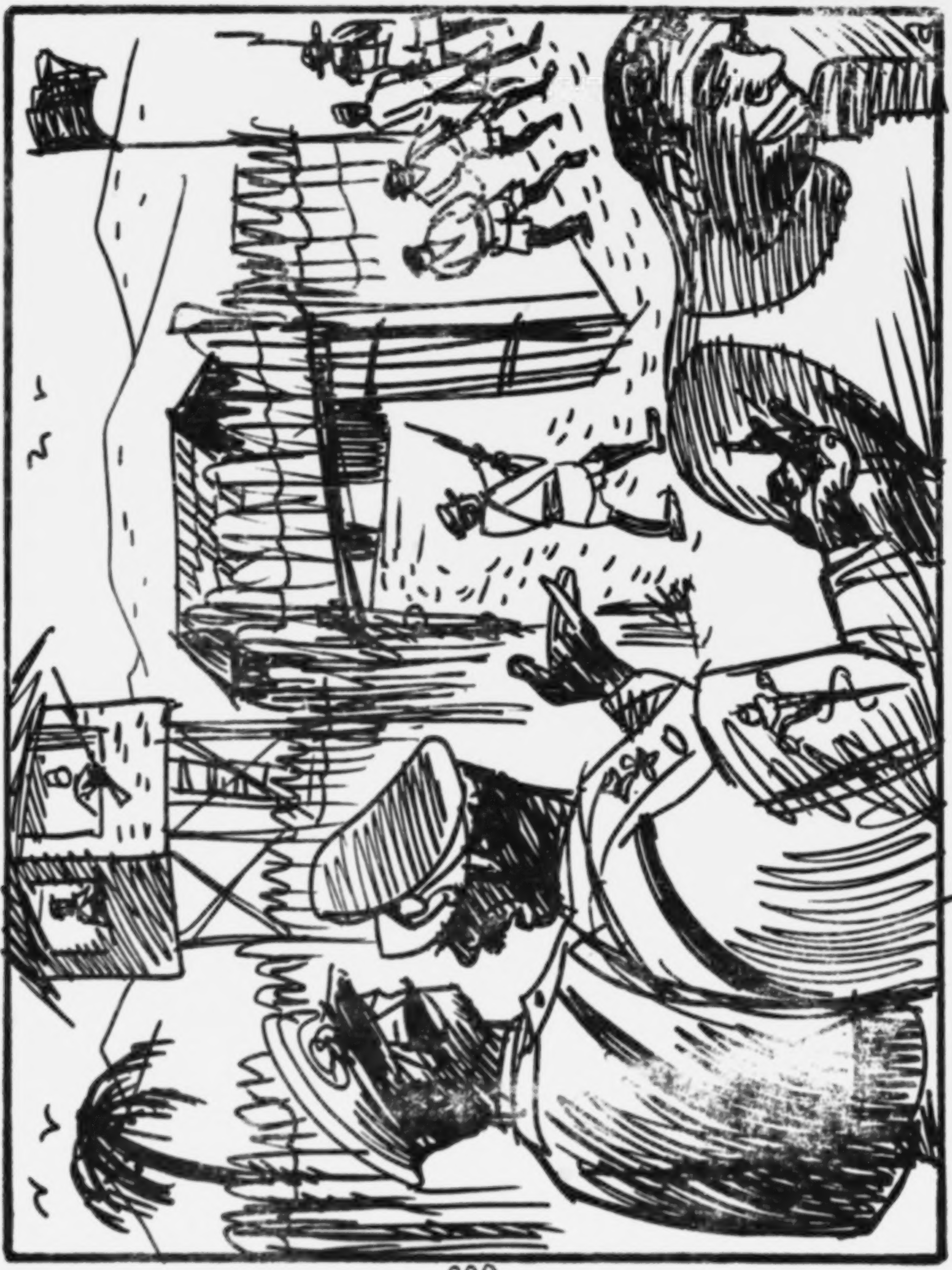
Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.

SWAHILI 12 WEEKS COURSE

LESSON 55

LESSON 55



Note: The situational picture will be used as an aid during this period in connection with Step 3.

Step 1. Auditory perception and comprehension.

Step 2. Oral production of minimum utterances.

1. Drill with passive suffix 'WA'.

a. Watu wamejeruhiwa.
Adui ameshindwa.
Wanapigwa sindano.
Mahabusi wanatunzwa.

b. Mahabusi amefungwa.
Kiongozi amekamatwa.
Damu ilimwagwa.
Mahabusi alipewa tumbako.

2. Semantic drills.

a. Mapigano makali kweli kweli.
Msichana mzuri sana sana.
Alinunua kwa njia chini chini.
Alitengeneza hivi hivi.

b. Maelfu wamejeruhiwa.
Mamia wamekufa.
Maelfu wameshindwa.
Wengi wamejitoa.

c. Mwisho wa vita.
Mwanzo wa vita.
Mwisho wa safari.
Mwanzo wa safari.

d. Wamejitoa kwa hiari.
Wamejitoa bila hiari.
Wamelazimishwa kujitoa.
Wamejitoa kuwa wadhamini.

e. Walijificha pangoni.
Walijificha msituni.
Walitoa ishara kwa matawi.
Walitoa ishara kwa kitambaa cheupe.

f. Amekwenda kujinawa.
Amekwenda choo.
Amekwenda kukojoa.
Amekwenda kuoga.

Step 3. Association of utterances with their referents, (situational stimuli). Further imitation and repetition.

The above drills will now be given with the aid of the situational picture.

1. My, the fighting sure has been fierce.

   Thousands are dead and thousands wounded.

2. Do you think the end of war is near?

   It must be near; there are many more prisoners.

3. Did these prisoners surrender themselves freely?

   Yes, they saw they were defeated and it was no use to shed more blood.

4. Is the prison camp ready to receive these captives?

   Everything is ready; they are being inoculated now.

5. Are they receiving injections against typhoid?

   That in particular, and in the corner there are latrines and urinals.

6. Are the prisoners receiving good care in the way of health?

   Yes, we also put up a rope to hang out their clothes.

7. Is it true that two leaders surrendered as hostages?

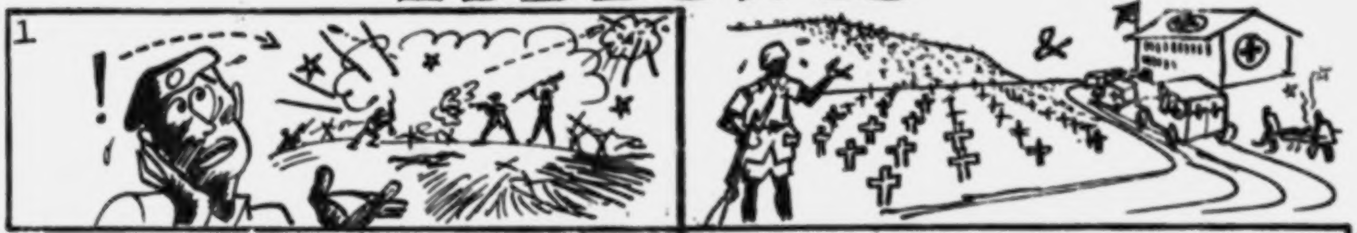
   Yes, they hid in a cave and gave a sign for surrender.

8. Give them all cigarettes or tobacco, afterward I'll inspect them

   O.K., I'll arrange them in straight lines there in the camp.

LESSON 55

1



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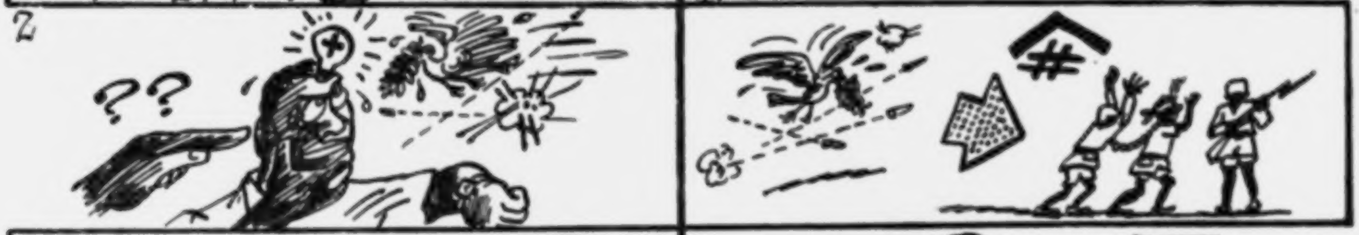

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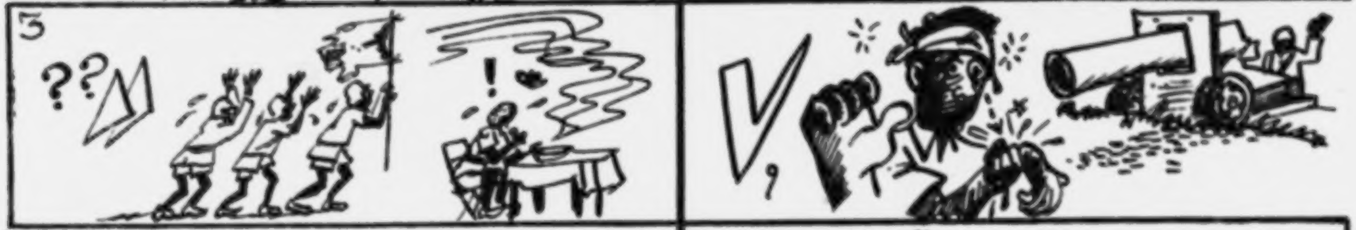

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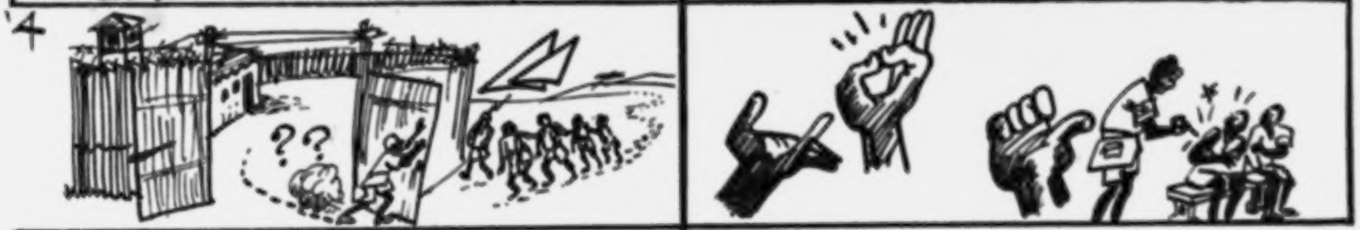

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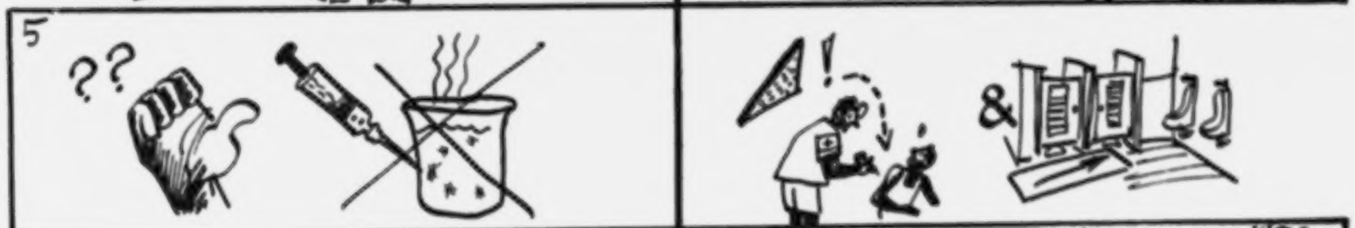

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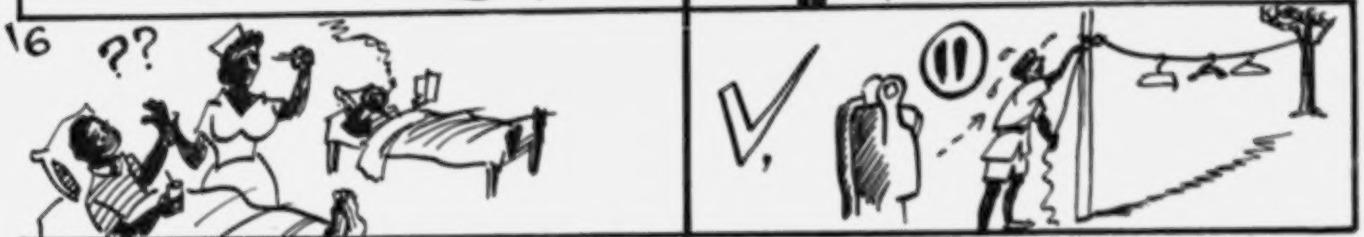

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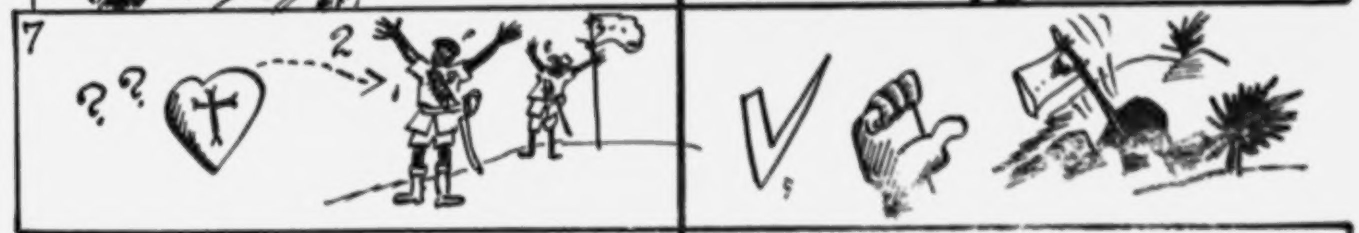

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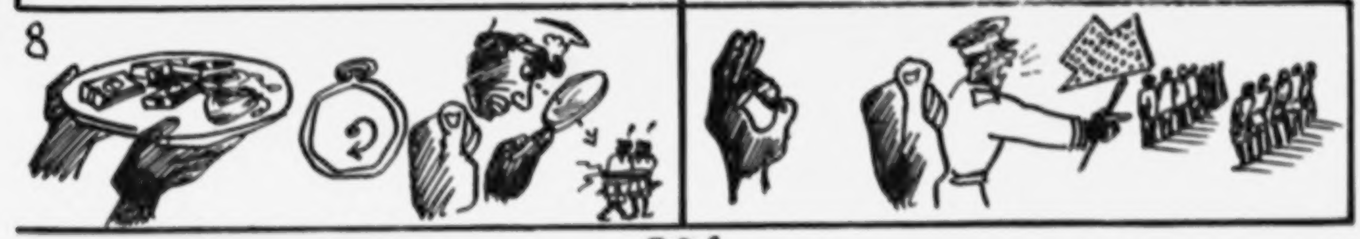

1. Lo, mapigano yalikuwa makali kweli kweli.

   Maelfu wamekufa na maelfu wamejeruhiwa.

2. Wafikiri mwisho wa vita ni karibu?

   Haikosi ni karibu; mateka wa vita wamezidi.

3. Mateka hawa wamejitoa kwa hiari yao?

   Ndio, wameona wameshindwa na ni bure kumwaga damu zaidi.

4. Kambi ya jela ni tayari kupokea mateka hawa?

   Kila kitu ni tayari; mateka wanapigwa sindano sasa.

5. Wanapigwa sindano kwa ajili ya homa ya taifodi?

   Hasa, na pembeni kule kuna vyoo na mahali pa kukojoa.

6. Mahabusi wanatunzwa vema kwa njia ya afya?

   Ndio, hata tumefunga kamba kuanika nguo zao.

7. Ni kweli viongozi wawili walijitoa kuwa wadhamini?

   Ndio, walijificha pangoni wakatoa ishara ya kujitoa.

8. Wape wote sigara au tumbako, halafu nitawakagua.

   Vema, nitawapanga katika mistari wima kule kambini.

Step 1.

1. Repetition Drill

a. Mapigano yalikuwa makali.
Mapigano yalikuwa makali.

vita, homa, simba, walimu.

b. Mateka wa vita wamezidi.
Mateka wa vita wamezidi.

hasara, vifo, ghasia, matata.

c. Homa ya taifodi imezidi.
Homa ya taifodi imezidi.

malaria, kichwa.

d. Watoto watapigwa sindano.
Watoto watapigwa sindano.

sisi, wewe, kila mtu, mateka wa vita.

e. Viongozi walikuwa wadhamini.
Viongozi walikuwa wadhamini.

Jemedari, mimi, wakili, daktari.

f. Walijificha pangoni.
Walijificha pangoni.

mwitu, pori, mji, kisiwa.

2. Substitution Drill

a. Mapigano
-------- yamekwisha.
Mapigano yamekwisha.

kazi, maji, chakula, vita.

b. Mateka
------ wameingia kambi ya jela.
Mateka wameingia kambi ya jela.

wapelelezi, adui, mahabusi.

c. Pembeni
------- kuna mahali pa kukojoa.
Pembeni kuna mahali pa kukojoa.

nyumba, kambi, stesheni.

d. pembeni.
Aliweka kamba -------
Aliweka kamba pembeni.

sanduku, kikapu, jiko, mlango.

e. jela.
Mateka wanapelekwa katika ----
Mateka wanapelekwa katika jela.

mji, jangwa, pori.

Step 2. Language lab session (if applicable)

This will be a 20 to 30 minute session in the lab after the drills. In the lab use will be made of the dialogue and pattern drill.

Step 3. Homework assignment (recorded)

a. Dialogue.

b. Pattern drill.

c. Short narration based on the situational picture of the previous lesson.

4th PERIOD (First hour in the morning) LESSON 55

Step 1. Sound production drills. 5-10 min. with structural target elements reinforced.

Step 2. Recitation of the dialogue.

PATTERN DRILL II

Step 3. Patterned response drill.

Instructions: In the first part of the drill the teacher asks the question and the student gives the answers.
In the second part the teacher cues one student who asks the question. Then the teacher selects another student to answer the question.

a. 1st: Mateka wa vita wameingia?
2nd: La, hawajaingia.

kuja, toroka, lala, ondoka.

b. 1st: Walijenga kambi ya jela?
2nd: Ndio, walijenga kambi ya jela.

choma moto, kagua, bomoa, teka.

c. 1st: Mahabusi wanatunzwa vema?
2nd: Wanatunzwa vema sana.

fundisha, linda.

d. 1st: Wamepata sigara na tumbako?
2nd: La, hawakupata bado.

leta, pewa, nunua.

e. 1st: Mahabusu watapangwa katika mistari?
2nd: Ndio, watapangwa katika mistari.

wekwa, keti, simamishwa.

Note: If facilities are available this period can be scheduled for a language lab session.

a. Mapigano yamekwisha?
La, hayajakwisha.

vita, matata, mashindano, vyombo.

b. Mateka wa vita wametoroka?
La, hawakutoroka.

letwa, lala, ingia, pigwa sindano.

c. Mateka wamejitoa kwa hiari?
La, walilazimishwa kujitoa.

mahabusi, walinzi, askari.

d. Kuna vyoo vya kutosha?
La, vyoo havitoshi hapa.

kinywaji, nguo, wadhamini, tumbako.

e. Wanamwaga damu bure?
Ndio, wanamwaga damu bure.

maji, pombe, vinywaji.

f. Alifungwa kamba miguuni?
Ndio, alifungwa kamba miguuni.

mikono, kichwa.

g. Mistari hii ni wima?
La, mistari hii si wima.

refu, fupi.

6th PERIOD **SITUATIONAL APPLICATION** **LESSON 55**

Step 1. Presentation of a narrative based on the dialogue. The situational picture will be used.

Maofisa wawili walizungumza pamoja katika ofisi yao juu ya maendeleo ya vita. Mapigano yalikuwa makali sana na maelfu walikufa. Maelfu wengine walijeruhiwa vibaya na hospitali ilijaa na wagonjwa. Wakati huu hata adui alikuwa karibu kushindwa na askari wengi walijitoa kwa hiari yao. Wengi waliona ni bure kupigana zaidi na ni bure kumwaga damu.

Mateka wengi waliletwa na walifungwa katika kambi ya jela. Kwa ajili ya usafi na afya wateka walipata sabuni na mahali pa kunawa. Vyoo vilitengenezwa vilevile. Wote walipigwa sindano vilevile kwa ajili ya homa ya taifodi.

Mateka walipoingia walipewa sigara au tumbako na waliambiwa kwamba baadaye ofisa mkuu atawakagua. Mahabusi wawili walikuwa viongozi wakuu na walijitoa kuwa wadhamini kwa ajili ya wengine.

Step 2. Questions based on the above narration:

Nani alizungumza?
Walizungumza juu ya nini?
Mapigano yalikuwaje?

Wengi walijeruhiwa?
Hawa walipelekwa wapi?

Adui alifikiri watashinda?
Nani alijitoa kwa hiari?
Kwa nini walijitoa?
Mateka walipelekwa wapi?
Walipata nini kwa ajili ya usafi?

Kwa nini walipigwa sindano?
Wote walipewa tumbako?
Waliambiwa nini halafu?
Mahabusi wawili walikuwa nini?
Walijitoa kuwa wadhamini kwa ajili ya nani?

Note: When answering the above questions, students should do so by using complete sentences.

Step 3. Presentation of short narratives prepared by students.